DOCUMENT RESUME

ED 078 203 VT 020 400

AUTHOR	Ruud, Josephine Bartow
TITLE	Teaching for Changed Attitudes and Values.
INSTITUTION	Home Economics Education Association, Washington, D.C.
PUB DATE	Aug 71
NOTE	44p.
AVAILABLE FROM	Home Economics Education Association (N.E.A.), 1201 16th Street, N.W., Washington, D.C. 20036 (Stock #265-08378)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Attitudes; Changing Attitudes; Educational Resources; *Home Economics Education; Home Economics Teachers; *Instructional Materials; *Teaching Techniques; *Values

ABSTRACT

This publication has been prepared to help home economics teachers present the intangibles of attitudes and values to students. Definitions and a discussion of the dimensions of values and attitudes are included, along with information pertaining to teaching for changed values and attitudes. In addition, numerous techniques for helping students recognize their own values and attitudes and become more accepting of the values and attitudes of others are described, and sample teaching materials are provided. (SB)

ED 078203

TEACHING FOR CHANGED ATTITUDES AND VALUES

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

NEA

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

VT020400

HOME ECONOMICS EDUCATION ASSOCIATION

an affiliate of the
NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth St., N. W., Washington, D. C. 20036

EXECUTIVE COMMITTEE 1971-73
Mrs. Margaret Larson, President
Miss Helen Scheve, Vice President
Dr. F. June Clarke, Treasurer
Miss Ruth Wheeler, Past President - Counselor

PUBLICATIONS COMMITTEE 1971-73
Mrs. Louise Harman
Dr. Mary Lee Hurt
Miss Margaret Liggett
Miss Barbara Reed
Dr. Josephine B. Ruud
Dr. Hazel Taylor Spitze

HEADQUARTERS CONTACT
Mrs. Catherine A. Leisher
Administrative Assistant
NEA Center
Washington, D. C.

LIBRARY OF CONGRESS
Catalog Card Number 71-187577
Single copy, $2.50 (Stock #265-08378). Discounts on quantity orders. 2-9 copies, 10 percent; 10 or more copies, 20 percent. All orders must be prepaid except for those on official purchase order forms. Shipping and handling charges will be added to billed orders. Order from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

TO OUR READERS:

And in the beginning before there was readin' and 'ritin' and 'rithmetic there was "home economics." Disinterred from the earth has come the evidence of mankind's earliest home economics akin to that of today's recently discovered "stone age" tribes in the remoteness of the wild's of the Phillipines and Brazil.

Ours is, perhaps, the oldest body of learned knowledge, and most uniquely, nearly solely passed down from generation to generation through families. This knowledge has varied between families, tribes and peoples, but however meager, it has been the explanation of survival through the ages.

While readin' and 'ritin' and 'rithmetic, taught by professionals in and out of school, has transformed society in the last several thousand years, and continues to do so, home economics remains primarily a family hearth subject. Throughout the ages families have incorporated additions to their home economics knowledge from social and commercial contacts.

Unlike academic subjects, home economics is used every day in the lifetime of humans and yet remains, elusively, beyond the reach of those who might try to shape home economics to regiment humans into a society of impersonal living and rigid rules. Contrariwise it has been the secure foundation and inspiration for mankind's creativity, adventuring into the unknown, and exaltation of all his senses in exciting and beautiful living! It is the basis of the uniqueness of life styles and a direct measure of freedom of the individual.

In the broadest sense, home economics is the body of knowledge, and techniques for its application are used by families and individuals to maintain and preserve themselves in personal living. Since the family is the perpetuating unit of society, the home economics practiced by the family is of paramount importance; that of the individual living alone, by contrast, is only nominal.

Formal education in home economics in the commercial, institutional and educational fields is a must, but in that greatest area of all, the home and family, home economics as a subject of formal education has not yet won real acceptance . . . it is not accepted as are those come lately subjects, readin' and 'ritin' and 'rithmetic. We home economists know we have a body of knowledge and techniques invaluable to tomorrow's homemakers, but how do we inspire in them the desire to hear us out? I give you this book by Dr. Josephine Ruud!

We in the Home Economics Education Association are deeply indebted to Dr. Josephine Ruud, Chairman, Home Economics Education, North Dakota State University, as author of this publication, and to our former President, Dr. Pauline Garrett, of the Office of Education, Department of Health, Education and Welfare, for finding and encouraging Dr. Ruud to share her time and talent and make this contribution to HEEA.

Margarent P. Larson
President
HEEA/NEA

ED 078203

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TEACHING FOR CHANGED ATTITUDES AND VALUES

Written by
Josephine Bartow Ruud
College of Home Economics
North Dakota State University

for the
Home Economics Education Association of the National Education Association

Illustrated by Elaine Gunderson

The cover design depicts rigid attitudes and values with the straight rigid lines, and flexible attitudes and values in the spiral. The rigid and spiral lines overlap somewhat since all of us have some rigidity and flexibility.

TABLE OF CONTENTS

Introduction 1

Chapter I Understanding the Concepts: Values, Attitudes 2

Values 2

Definitions 2

Other dimensions of values 3

Relationships of Values to Personal Goals of the Individual 4

Attitudes 4

Definitions 4

Other dimensions of attitudes 6

Sources of Attitudes and Values 6

Interrelationships of Attitudes, Values, and Other Concepts 7

Facts versus Values and Attitudes 8

Chapter II Teaching for Changed Attitudes and Values 10

In Support of Teaching Attitudes and Values 10

Opposing Views 11

Attitudes and Values Taught in Home Economics 11

The Middle Class Values of Teachers 12

Should Teachers Change Their Own Values? 13

Which Values to Teach? 14

Chapter III Teaching Techniques to Help Students Recognize and Understand Attitudes and Values 16

Value Diary 16

Analysis of Attitudes and Values 17

Identifying Attitudes and Values 18

Sentence Completion 18

Value or Attitude Pictures 18

Surveys of Attitudes 20

Value Thread 21

The Devil's Advocate 21

Value Clarifying Responses 22

One-Legged Conferences 23

Value Sheet 23

Thought Sheet 26

Voting 27
Zig-Zag Lesson 27
Proud Whip 28
Role Playing 28
Discussion 30
Discussion of Films or Case Studies 31
Test Questions on Attitudes and Values 31
Evaluation of Techniques by Students 32

Chapter IV Changes in Attitudes and Values 33
Resistances to Change 33
The Change Process 33
Theories applied to change of attitude 35
Helping Change to Come About 35
Interrelationship of attitudes and values 35
Recipients of change 36
Introduction of new approaches 36
Complexity of changes 37
Change is a slow process 37
Satisfaction from change 37

Chapter V Summary - The Values of Home Economists 38
Selected References for the Teacher 39

Introduction

The values and attitudes of students are quite different today as compared with only a few years ago. Changes seem to come more rapidly and students raise more questions which relate to their values and those of society.

This book is written to help teachers present the intangibles of attitudes and values to these questioning students. Numerous techniques are described which help students recognize and analyze their own attitudes and values and become more accepting of the attitudes and values of others. Many examples of actual teaching materials are included. Teachers may also be challenged to think about their own attitudes and values, to analyze the values they actually teach or use in the classroom, and to reconsider their appropriateness.

Both attitudes and values are included because they are closely related. Both are intangible concepts which affect behavior. Chapter I defines and describes these two concepts.

Change is a focus in education. Even though students are changeable from day to day, it is seldom easy for the teacher to bring about changes she feels are needed. One chapter, therefore, analyzes change processes and provides practical guidelines to help teachers encourage change in attitudes and values.

It may appear contradictory to discuss the importance of providing opportunities for students to think through their own attitudes and values in the same publication as ways to change attitudes and values are described. However, if the definition of learning as changed behavior is accepted, it is appropriate to talk about ways to cause change. Doubtless, there would be no objection to a teacher trying to change attitudes of seventh graders toward licking their fingers while cooking, or attitudes of teenage mothers toward nutrition, and similar matters which have basic importance beyond the individual. Many teachers would approve efforts to help an upwardly mobile young person understand accepted cultural norms. A teacher may be justly criticized for attempting to interfere with personal, transient matters, such as wearing bras, or "grooving" hard rock music. The belief expressed in this publication is that teachers need to carefully assess attitudes and values they promote, not only in relation to what they believe themselves but also in relation to needs of the various individuals in their classes.

Attempted attitude changes can be taught in an open accepting manner, where students know they are free to either attempt or reject the changes. In this way each student may use the valuing process to make decisions appropriate for himself. A teacher cannot justifiably determine "right" or "wrong" attitudes or behavior for his students, even when his own personal values disagree with those of the students. The teacher can provide a classroom climate where students want to examine many kinds of attitudes and values and move to a broader understanding and acceptance of likenesses and differences in thinking and behaving.

I have taught a college methods course on the teaching of attitudes and values for nine years, and much material included here has come from class discussions, readings, and teaching experiences of class members.

I wish to thank the following undergraduate and graduate students who have given their permission to include techniques and materials which they developed in class. Many of these have been tried with several high school, college, or adult classes.

The students are:

Grace Dalseide Aure	Rita Opseth
Bonita Bohnsack	Mariste Osarczuk
JoAnn Hansen	Beverly Slotten
Todette Holt	Kathy Walker
Harriett Light	LeAnn Wentz
Joanne Moen Monson	Joyce Youngren

Jo Ruud
August, 1971

CHAPTER 1

Understanding the Concepts: Values, Attitudes

WHAT DO YOU BELIEVE

about values and attitudes of home economists on the job?

Do you agree or disagree with each of the following statements?

1. As professional home economists we convey our attitudes and values to others constantly through words, facial expressions, actions. Agree Disagree
2. A considerable amount of the content of home economics as it is taught in schools is actually attitudes and values rather than facts. Agree Disagree
3. Professional people in a position to influence the public should be neutral rather than expressing definite attitudes or values. Agree Disagree
4. A professional person should change and adapt her own attitudes and values to fit the group with whom she is working. Agree Disagree
5. Values and attitudes can be taught successfully so that people will change their behavior. Agree Disagree

To study attitudes and values, to recognize those held by oneself and others, and to decide when to teach them implies some basic understandings of these two concepts. Definitions, background information, and examples will be given for each in the following pages.

Values

Definitions. There are about as many definitions of value as there are writers on the subject. Following are some definitions students have liked and understood.

> *Values are matters of importance, as distinct from mere matters of fact*[1]

Almost one-half of the mothers of secondary school students work outside of the home. For many students this is a mere fact — but for many others this is a matter of importance which has value implications in their lives.

Knowing that spending for durable goods is on the increase, or that savings are at an all time high, or that bankruptcies are on the increase are mere matters of fact. But what each person does with his own money becomes a matter of importance — a value.

> *Values are ways of striving, believing, and doing whenever purpose and direction are involved or choice and judgment are exercised.*[2]

There are ways of striving, believing and doing, as related to neatness, for example — the degree of neatness of school work, of locker, of room at home, in personal grooming. Choice and judgment are exercised in deciding whether to take time to be neat, that is, to do a task haphazardly or carefully and completely. As teachers, we tend to feel that all school work should be done neatly and completely, but when students view their personal situation, a value decision to do a task quickly may be more appropriate in some instances. Or thinking about money again — we all have ways of striving, believing, and doing which affect whether we save our money, spend it quickly, plan for its use, or give it away. Choices are made as to whether to spend it for oneself or for another, or for needs or wants.

> *A value is a standard or yardstick to guide actions, attitudes, comparisons, evaluations, and justification of self to others.*[3]

Each individual has a conscious or an unconscious value related to achievement, ranging from perfection to doing the least possible, and the value may differ for different activities or for different subjects in school. A student may value a high level of perfection in the automobile he is repairing in the garage at home, but be quite indifferent to achievement in mathematics.

Raths, Harmon and Simon define values as based on three processes: choosing, prizing and acting. This process of valuing includes the following seven steps. Unless all seven requirements are met, the concept is not considered a value, these authors say.

[1]Ausubel, David P. **Theory and Problems of Child Development.** New York. Grune & Stratton. 1958.

[2]Allport, Gordon W. Values and our Youth **Teachers College Record.** 63:211-219. December, 1961

[3]Rokeach, Milton. **Beliefs, Attitudes and Values.** San Francisco. Jossey-Boss. 1969

CHOOSING: (1) freely
(2) from alternatives
(3) after thoughtful consideration of the consequences of each alternative

PRIZING: (4) cherishing, being happy with the choice
(5) willing to affirm the choice publicly

ACTING: (6) doing something with the choice
(7) repeatedly, in some pattern of life[4]

These processes collectively define valuing. Results of the valuing process are called values.

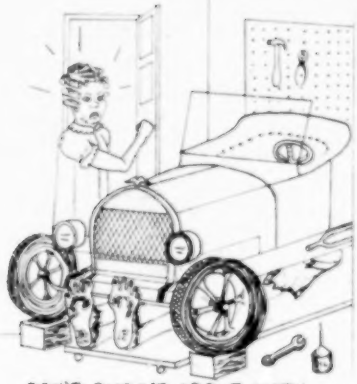
For example, a student may value her girl friends. She chooses them freely, from all the girls she knows in the community. She may have had to think of some of the consequences of her choices, such as what other persons would think if she chose a certain friend, or if her like for a girl could overcome her fear or awe of the girl's father. These chosen friends are then **prized**, respected, held dear by the student. She is happy with them and willing to **publicly affirm** that these are her friends. She may even be willing to publicly champion them. In **acting upon her** choices, the girl may spend time with her friends and repeat this behavior. The girl may not always retain the same friends, but the next friends may be chosen for the same reasons.

A young person might value security and thus choose freely those alternatives which appeared to him to offer security, such as a steady job with low pay as compared to a short term job with higher pay. The alternatives would be thoughtfully considered. The security would be prized — the person would be happy with his choice of work and be willing to affirm publicly his pleasure with the security it provided. He would act upon his choice, possibly by being a responsible worker, or by making secure investments of his money.

Other dimensions of values. Some other aspects or dimensions of values help in understanding them.

Values can be described as **extrinsic** and **intrinsic.** Extrinsic values are matters desired

[4]Raths, Louis E.; Harmin, Merrill; and Simon, Sidney B. **Values and Teaching.** Columbus, Ohio. Charles E. Merrill Books, Inc. 1966.



DON'T BUG ME ABOUT MATH HOMEWORK WHEN I'M BUSY, MOM.

or considered, not for their own sakes, but because they are seen or sensed as a means or instrument for gaining something else. An example is the value many people hold in regard to an automobile, not for its own sake, but because it is an efficient means of transportation. Or some girls or boys value having a date — not that the particular person is so important, but it is important to be seen with a date.

Some values are intrinsic or important for and in themselves. A person may value learning for the sake of learning, i. e., the grade he receives is not important, but the ideas he is learning are important and exciting to him. A person may value a clean, orderly room because he likes order, because it smells so good after it is cleaned, or because it is more attractive to him when in order. This is opposed to the extrinsic value of keeping a room clean and orderly to impress the neighbors, or to teach children to be orderly.

We all hold both extrinsic and intrinsic values about many things. For example, we probably all have some very dear friends that we support and enjoy through ups and downs in life, and other friends that we cultivate because of their position in the community.

Many writers believe that the values of each individual are arranged in a hierarchy from most important to least important, and this hierarchy may change as a person matures. The big box under the Christmas tree becomes less important as one matures, and **giving** usually becomes a higher value than **receiving.** Or some value, such as success, may always be first in a person's hierarchy and thus influence his choices and his behavior.

A personal value system or hierarchy is used as a guide when deciding between alternatives.

A boy may value his parents' opinion highly, and he may also place a high value on sports. When his mother wants him to drop football because he may get hurt these two values are in sharp conflict. It helps to become aware of our values and bring them to the conscious level; then when choices or value conflicts occur we are in a better position to evaluate the situation rationally.

Sometimes the values an individual holds highest are determined not by himself, but by some group to which he belongs or wants to belong. A student may belong to the "in" crowd at school which values certain behaviors and ideals, and therefore may value these same behaviors and ideals, or at least give "lip service" to them. Or a student may want to belong to a crowd and therefore adopt values to appear acceptable to them. Or he may decide that he does not approve of the values of the group and therefore maintain his own hierarchy.

Relationship of Values to Personal Goals of the Individual

While it is apparent that there is a relationship between a person's values and personal goals, there is a lack of agreement as to the type of relationship. Some authorities believe [1,2] that the values a person holds determine the goals he selects for himself. If he values achievement, he will set goals for himself which he believes will lead to the achievement he desires. If a woman values a beautiful home, and also values economy, she will set goals for furnishing her home which are related to these two values, such as going to furniture auctions, or watching the furniture sales. Values become, then, the criteria or standards by which one judges the success of one's efforts.

Other authorities believe that some values are ends or goals in themselves. A person may value education and be motivated to choose goals leading toward education, or education may be such an important value that everything he does is related to it, even paying bills so they will not accumulate and interfere with the goal. Or a teacher may hold the importance of the individual so high that this influences all of her decisions and activities for her classes, and therefore becomes a major goal in her teaching. Thus, values and goals may be synonymous. Tead[3] suggests that when a desire, a purpose, or a goal influences the quality of behavior, it is a value for the individual. One's conduct is controlled by a desire to achieve certain values which one believes are desirable or good.

Raths[4] believes that we cherish a goal or purpose that is important to us, and organize our lives to achieve it. Therefore, goals or purposes are potential values or value indicators. A person may have a goal he has set for himself, but not necessarily one which he has freely chosen, prizes, and is willing to do whatever is necessary to achieve. In fact, when pressed to use these value criteria, he may drop the goal. Thus a goal may or may not be a value.

Attitudes

Another intangible concept frequently encountered in teaching is attitudes. We all are familiar with attitudes about home economics as a field of study, and with various attitudes students bring to class regarding various aspects of home economics. A study of the nature of attitudes may help us understand these attitudes more clearly and influence changes.

Definitions. There are numerous definitions for attitude. The two given here are in common usage.

> *Attitudes are states of readiness that influence the action of an individual toward objects and events.*[5]

Objects of attitudes may be inanimate things (a room arrangement, a child's toy, a car), living things (flowers, people, organizations), experiences (going to college, having a job, premarital sex, taking drugs, playing with a child), or ideas (Christian doctrine, monogamy, dual role of home economics). Events may include a variety of things — the birth of a little brother, the landing of men on the moon, the purchase of a new car for the family, a concert in town.

Attitudes involve feelings; they are not merely intellectual responses. We express these

[1]Brown, Marjorie. **Home Learning Experiences in the Home Economics Program.** Minneapolis, Minnesota. Burgess Publishing Company, 1963.

[2]Barrett, Donald N. Value Problems and Present Contributions. In Notre Dame University. **Values in America.** Notre Dame, Ind. 1961.

[3]Tead, Ordway. **Character Building and Higher Education.** New York. Macmillan. 1953.

[4]Raths, Harmon, and Simon. loc cit.

[5]Broudy, Harry,; Smith, B. O.; and Burnett, J. R. **Democracy and Excellence in American Secondary Education.** Chicago. Rand McNally, 1964.

feelings or states of readiness by words and by actions. Words such as enjoy, accept, and want, express positive attitudes while words such as hate, disapprove, detest, express negative attitudes or states of readiness. These attitudes then influence our behavior. We enjoy tennis and eagerly accept an invitation or we hate to do dishes so procrastinate as long as possible.

Sometimes the attitudes of a person are deduced from other behavior. Students soon learn to interpret the attitudes of a teacher by the look on her face — pleased, amused, angry. We deduce that a person who scrubs the stove, then gets clean water and scrubs it again and again, has strong feelings or attitudes about cleanliness. We deduce that the student who stops in a certain classroom every night after school for various little reasons is particularly fond of that teacher.

Secondary students hold many attitudes which are in opposition to the content of home economics. Attitudes related to nutrition include a fear of being fat, or a belief that breakfast is not necessary. Attitudes toward children include the idea that children make messes and get into things, or conversely children are such fun and do such cute things.

And, we have been asked, where do homemakers learn the attitude, "Oh, I'm just a housewife!"

> *Attitude is a general tendency of a person to act in a certain way under certain conditions.*[6]

Students have a tendency to be despondent the day after their school team lost the state tournament by one point. Girls tend to show more concern about their appearance when there are boys around than when they are attending an all girls event. Many homemakers feel they are getting a bargain regardless of the type of product they buy during a sale. All these are tendencies to act in certain ways under certain conditions.

There are favorable attitudes and negative attitudes. Students in home economics labs who dislike being required to taste everything they cook are expressing attitudes, as are those who can hardly wait to get into the kitchen.

To make attitudes concrete so we can use them in our teaching, Mager suggests looking at behavior instead, since it actually is the behavior of the student we are interested in. In the example above, the observable behavior which would lead us to deduce a negative attitude toward tasting food would be slipping food into the garbage or making a face when tasting a small amount. These are referred to by Mager as "moving away from" or **avoidance** responses. **Approach** responses or "moving toward" behaviors which express positive attitudes would be the busy activity of interested students, promptness of arrival in class and moving directly into the kitchen units. Through such assessment of behavior we can obtain evidence to evaluate the accomplishment of objectives which relate to attitude change.

Examples of approach and avoidance responses which seem to be "moving toward" or "moving away from" the world of work are given below.

APPROACH RESPONSES ("moving toward")
- Has gone job hunting every day after school
- Repeatedly states that it is great to have the opportunity to learn skills needed for working
- Uses, at every opportunity, a job skill he has mastered
- Talks about his job whenever possible
- Brags about having a job
- Has a conference with his teacher about how he can do well on his job

AVOIDANCE RESPONSES ("moving away from")
- Gives numerous excuses for not looking for a job
- Fails to keep appointment with counselor who is to help find a job
- Does not look for a job
- Brags that he has no skills, and is therefore unemployable
- Completes skill projects in vocational course in haphazard fashion, or not at all
- In class project, managed so other persons in his group did all the work
- If he has a job, has irregular attendance or is often late to work
- Frequently makes derogatory remarks about his job

Some caution is needed in interpreting these approach and avoidance responses, or any other observable behavior. Probably all persons, at some time or other, make statements or exhibit behavior which is in opposition to their attitudes because they are tired, because of social pressures, for expediency, or for other reasons. Also, all of us interpret the behavior of others in light of our own attitudes, values, and experiences. Bragging about not having job skills may be interpreted by one observer as laziness and by another as a means of hiding feelings of inferiority and fear that he will never be hired anywhere. And it may be that neither interpretation accurately describes the actual attitudes of the individual.

[6]Mager, Robert F. **Developing Attitude Toward Learning.** Palo Alto, California. Fearon. 1968.

Other dimensions of attitudes. There are other aspects or dimensions of attitudes which give additional help in understanding them.

Direction - An attitude may be positive or negative.

Intensity - (or salience) This refers to the importance or urgency of an attitude to a particular person. One may strongly agree or mildly disagree or be indifferent to a certain object. Attitudes related to one's self or toward loved ones usually are quite intense. Circumstances can affect the intensity of attitude; some attitudes are more intense during an intensive political campaign.

Confidence - Some attitudes are held with the certainty that they are right or correct; others with less certainty. Factual support or experience adds to one's confidence about an attitude.

Agreement - Attitudes are interdependent upon each other and agree or disagree more or less with other attitudes the person holds.

Duration - Some attitudes have been held for many years while others are newly acquired.

Range - Attitudes can be specific or general. A person may not like a specific painting, or may not like any oil painting. Or he may like a specific baby or all babies.

Attitudes can be objective or non-objective. Objective attitudes are a result of accurate information. Examples are attitudes about the importance of eating an adequate breakfast or the impact of good nutrition for high school girls as potential mothers. Non-objective attitudes may not be influenced by either information or experience. A person may believe that goods purchased at a discount store are always of poor quality, yet a close friend may have purchased several fine items there (so rationalize that she "just happened" to make such wise purchases). Or one may believe that all people of a certain race or ethnic background are no good, yet have a pleasant acquaintance with someone from that background (and rationalize that she is "different").

There is no consistent relationship between the amount of information about something and the direction of the attitude toward it. A person who earns an "A" on a test concerning nutrition and eating breakfast, may hold either positive or negative attitudes toward these matters.

The attitude a person holds about an object generally seems much more important and wise than the attitude another person holds. An example is the attitudes parents hold concerning desirable behavior for their children, and how they will resist attempts of their teenagers to prove that the teenagers' views are equally acceptable.

A person's attitude toward an object or an idea influences the judgment he makes about it or his interpretation of what he observes. A girl who has an attitude of inferiority may interpret giggling among girls across the table as laughing at her. Or a girl who admires a certain boy may see his behavior as admirable while others may see it as "show-off." Adults who believe boys with long hair are delinquents or hippies may accuse the boy with long hair rather than the boy with short hair of doing a misdeed, e.g., shoplifting, although in the staged situations the short haired ones were equally guilty. A girl who thinks reconstituted dry milk has an undesirable taste will think any milk which she suspects is reconstituted has a bad taste.

While many attitudes are short lived, most persons have a fixed core of attitudes which persist over a long period. The statement a person will make about a certain object or idea often can be predicted if you know him well, such as the attitude of various family members toward televised baseball games. Of course, there is the possibility the girl who hated baseball will begin to enjoy watching it with the new boy friend — changes in basic attitudes can happen. Other examples of stable, basic attitudes are the dislike some students have for mathematics or the attitudes of parents toward their children.

Sources of Attitudes and Values

Values and attitudes of various individuals are similar or different according to such factors as the age of the person, sex, educational level, ethnic background, social class, part of the country where he lives, religious upbringing, and many other factors. A young teenager generally has a different concept of "good music" than a senior citizen. Young persons from different parts of a city or of the country might enjoy dancing, but the kind of place

where they dance, the type of dancing they do, and the activities they do along with the dancing could vary widely.

Home and family are the most pervasive influences upon attitudes and values. Their influence begins very early and continues to be an important factor. Much unconscious conditioning occurs in the family as attitudes or values are assimilated from daily living, through actions such as taking cookies to the elderly or comments such as, "Look at the clunky car," and these remain fairly constant despite the pressures of other influences. The social class of the family has been shown to have much influence on the type of values and attitudes the child learns at home, especially in matters such as language, what to wear, where to spend leisure time, how to behave when talking to older people.

School and teachers provide varying amounts of influence. There is some evidence that if the school attempts to teach values in opposition to those of the home, the school is not particularly effective. Individuals vary in their openness or willingness to accept values and attitudes of the school which differ from those taught at home, possibly depending upon how significant the school or teacher is in their lives and to which reference groups they aspire to belong. Schools tend to emphasize middle class values and attitudes, matters such as conformity, non-aggression, cleanliness, and so on.

Church and community also influence attitudes and values in varying amounts for different individuals. Traditions, mores, and expectations are part of communities. Rural communities and southern communities seem to operate at a slower, more leisurely pace than urban and northern communities. A homemaker might indicate concern that people buy so many things, such as bread, sofa pillows, knick-knacks, while a business man's attitude might be that it is good for the economy when people buy commercial products.

Differences in attitudes or values often can be traced to different educational backgrounds and/or different experiences. Sometimes this is a major reason youth and the elderly disagree - their educational background and also their experiences have been so different. People may not be aware of the values they hold or why they believe as they do.

Interrelationships of Attitudes, Values, and Other Concepts

Both attitudes and values are intangible and both influence our behavior. Rather than trying to decide whether the intangible feeling the student has is an attitude or a value, it appears more meaningful to try to identify how this feeling is influencing his behavior, whether it is in conflict with other feelings or beliefs he holds, and whether this is the way he wants to behave. However, there are some distinctions concerning the interrelationships of attitudes, values, and other concepts, as made by behavioral scientists, which can aid in clarifying our understanding of them.

Attitudes can express values. A person who makes comments such as, "Hurry up or we'll be late!" is expressing a different value concerning **time** than the person who says, "What's the hurry?" Values are generally considered to be broader and more basic than attitudes, opinions, or beliefs. Values are often said to underlie attitudes, but they are not tied to any specific attitude or situation. Rokeach[1] suggests that an individual probably has tens of thousands of beliefs, thousands of attitudes, but only dozens of values.

Attitudes are related to beliefs. Beliefs are predispositions to action. A belief system contains all of a person's beliefs, which vary in depth and importance and are designed to help a person maintain his identity.[2] An attitude is an organization of interrelated beliefs. A person may believe that birth control pills make people gain weight, and sometimes cause cancer and thus have an attitude that it is undesirable to use birth control pills. Beliefs pertain to conclusions to which people subscribe strongly. Many beliefs are not controversial, (you must go early to the movie if you want a good seat) while most attitudes have positive or negative implications.

Attitudes and values are related to opinions. An opinion is a verbal expression of some belief, attitude or value, according to Rokeach. An opinion cannot always be taken at face value, as a person may not know or may not wish to express his real beliefs, attitudes, or values. According to Bellows,[3] an opinion is

[1]Rokeach, Milton. loc. cit

[2]Ibid.

[3]Bellows, Roger. **Creative Leadership.** Englewood Cliffs, New Jersey. Prentice-Hall. 1959.

made up partly of our attitudes and partly of the facts of the situation and it may be mostly fact or mostly attitude.

A prejudice is a predisposition to action which involves judgment of a person, thing, or situation before the facts are in. Thus prejudices are opinions which are made up largely of attitudes with little or no factual basis.[4] Or, in modern terminology, prejudices are instant opinions.

Attitudes and values are related to behavior. Some authors feel that people may behave contrary to their attitudes and values. Others feel this is not possible – that if a person's actions belie his attitudes or values, it must mean that another attitude or value was of greater importance, and therefore took precedence in that particular situation.

Values, attitudes, and emotional responses are affective. Educational objectives which have to do with them are in the affective domain. However, values are based on cognition, and all of a person's beliefs, attitudes, and values become part of his total cognitive system. Educational objectives would also be within the cognitive domain; thus, the domains are inseparable. Each of us strives to keep all parts of our cognitive and affective systems in harmony, to be consistent in our beliefs, attitudes, values, and behavior. A change in one part produces strain or inconsistency within the system, thus creating forces which may lead to reorganizations of the entire system.

Facts versus Values and Attitudes

In a subject area such as home economics, where many attitudes and values are taught, it is sometimes difficult to differentiate between those and factual material. Values and attitudes have been defined above. Facts are statements of what is, as compared to statements of what should be. They are established by means of careful observation and measurement. Try the exercise below to test your skill in differentiating.

[4]Ibid.

WHICH OF THE FOLLOWING STATEMENTS ARE FACT AND WHICH ARE VALUES?

DIRECTIONS: Place F before each statement which is a fact and V before each one which is a value of a home economist.

1. Open shelves are attractive and practical for books that are frequently used.
2. A game table, with two chairs, often is used as a permanent and useful part of a family living room.
3. A well-designed drop leaf table will always look nice and its flexibility — as a space-saver that can be easily transferred into a comfortable dining table — is hard to beat.
4. Upholstered pieces include chairs, sofas and other furniture covered with fabrics, leather, or other decorative material.
5. The height of a table may vary from 15 inches (or even less) to 28 or 30 inches.
6. Plastic furniture is suitable when function is the primary concern, but plastic will never take the place of a surface of fine wood that has been finished by hand rubbing.
7. Any piece of furniture of good and appropriate design that is well made, with a good finish, should be considered for the home.
8. Add to your supply of linens annually during the white sales.
9. If you want a piece of furniture to take a lot of wear and last a long time, buy good quality.
10. It isn't really necessary that all the fireplace accessories match, but they should be compatible.

NOW GO BACK AND STAR THE STATEMENTS WHICH, IN YOUR OPINION, OUGHT TO BE TAUGHT

(NOTE: All of these statements were taken from home economics textbooks.)

Check your answers with those from a college class.

1. V (attractive and practical are values)
2. F (statement of what is)
3. V ("always look nice," and "hard to beat" are value judgments.)
4. F (defines upholstered pieces)
5. F (statement of what is)
6. V (preference for hand rubbed furniture is a value)
7. V ("should be considered" is a value statement, and certainly not likely to be true for all situations)
8. V (a teacher may believe this is the best time to buy linens - but this does not mean it is the best time for everyone to buy them. Sometimes the teacher may choose to buy at another time herself.)
9. F (reasoning - if you do this, then the result will be . . .)
10. V (matching and compatability are values.)

We can support from research that orange juice contains substantial amounts of vitamin C and that vitamin C is good for us. But teaching that one should have orange juice or other citrus for breakfast is an attitude. While this is an easy way to obtain vitamin C, it is certainly not the only way. We know from research that every child has his own pace and sequence for development. However, the statement, "it is wrong to compare one child with another," is a value, and is certainly one which young people could discover for themselves, given the needed factual information.

What evidence do we have that it is better to buy one high quality garment than three inexpensive ones? This is actually an upper-middle-class, middle-aged value which we frequently teach. One would expect that the value-decision of teenagers would differ considerably from this, as they tend to prefer a variety of clothes to wear for different occasions. And from a practical angle, at certain stages a teenager is growing so fast that even inexpensive and poorly constructed clothes may be outgrown before they are worn out. (Note the value connotation here also - that one wears clothes until they are worn out!)

A statement from a home economics text is as follows, "All members of the family must share in the upkeep of the yard." Obviously, the purpose of such a statement is to teach the value, sharing family responsibilities, but it fails to allow for the family where the tasks have been divided according to ability and/or interest, or the family where the father is "expert" in the yard care and prefers not to have inexperienced help. In other words perhaps we can teach generalizations rather than values, for example sharing of family responsibilities can lighten parental burdens of managing the home. Also, consider the consequences when value items such as this are included on examinations.

CHAPTER II

Teaching for Changed Attitudes and Values

Undoubtedly some readers are thinking that a teacher does not have the right to teach attitudes and values or to try to make someone change their attitudes and values. Others may feel that this is a definite task and obligation of the teacher, and there are many other views between these two extremes. A value continuum could be made to illustrate this.

Change attitudes and values of students	Change certain kinds	Neutral or indifferent to the issue	Not try to change certain kinds	Not change any attitudes or values of students

In Support of Teaching Attitudes and Values

Teachers who believe in deliberately attempting to change attitudes and values of students have a number of supporting reasons for their view. A major reason is that we all teach attitudes and values all the time since they permeate all parts of our lives. Each of us is aware of some of the attitudes and values we hold, but there are others we have automatically accepted without thinking much about them, and a few are undoubtedly in our subconscious. We can and do make decisions about whether or not to teach the attitudes and values we have identified. But we teach many topics without thinking of the attitudinal or valuing aspects. Referring to the quiz on facts versus values, if readers are like members of the author's classes, some items firmly believed to be true actually are values, as defined earlier. We teach matters such as these as fact, because for us they are true. Even those persons who do not believe in teaching attitudes and values actually teach them in these instances. Also, we teach by what we do and are. In visiting a teacher with her class one often becomes aware of particular attitudes or values she holds, as appreciation of beauty, the importance of each student as an individual, a disdain for falseness or dishonesty in any form. Such values are evident in the way the room looks, through what the teacher does, and in what she says and how she says it. And she is teaching attitudes and values she is not aware of, as well as the ones she chooses deliberately to stress. Students learn to do as she does if they admire her, or the opposite if they feel otherwise.

Another reason for deliberate teaching of attitudes and values is that students need, and often ask, for help. While textbooks abound with attitudes and values, the teacher may need to help her students recognize or understand the relationship of certain ones to their lives. Many families teach basic values as a part of daily living, but not all students have this opportunity and school is the place to which they look for this help. Many teachers believe that we ought not to let such students down. Students need information about the attitudes and values of groups different from themselves, and often also need help in assessing their own values in relation to those of others.

An emphsis in education is on the ability to think clearly and critically. As an aid to clear thinking, both students and teachers find it helpful to recognize and examine their preconceptions and assumptions about an idea — or in other words, to examine their attitudes and values, and to use the understanding of these to think more objectively.

In occupational home economics programs, an emphasis on attitudes of the teenager on the job appears essential. Interviews with employers indicate that more workers lose their jobs because of personal characteristics and attitudes than because of lack of ability. Many young people have low self-concepts and hold attitudes such as, "I can't do anything well," or "What difference does it make whether I go to work today or not," which hamper their performance. Some employers indicate willingness to train teenagers in specific skills needed as long as they have acceptable attitudes toward themselves and toward work.

Another reason for teaching attitudes and values is that we are living in a time of rapid technological advancement. New products and new processes are appearing constantly. Many of these make former learnings obsolete and adoption of them may upset a person's hierarchy of values and cause conflict within himself or with others. Ability to analyze attitudes and values involved in the situation and evaluate the effects of the changed behavior or use of the product can be a desirable skill in helping

people adapt to these rapid changes. We tend to teach that **what is** will always be, but this is not necessarily true of attitudes and values; many facts also change with technological advance.

Still another reason for teaching attitudes and values is that these influence behavior. Kluckhohn[1] has said that all of us sometimes behave in ways contrary to our desires of the moment because of values we hold and preferences which go beyond our present needs. Raths[2] has found that many behavior problems children exhibit at home and at school which have generally been considered emotional problems are more readily understood and alleviated by considering them as value disturbances. Overconforming, apathy, drifting, overdissenting, are all indications that a person has not learned a pattern of behavior to deal with his surrounding world. Many of these problems are caused by values or, actually, by a lack of values, according to Raths. He and his associates found that when children with certain behavior problems were given appropriate value experiences the problems often eased in intensity or frequency. They concluded that there is strong support for the notion that value disturbance is a possible explanation of children's behavior problems. Many children in our schools do not learn as well as they might because they are not clear as to what they are working for — they have no clear values to give them direction.

Opposing Views

Teachers and others who oppose teaching attitudes and values in the classroom also have definite reasons to support their views. Some feel that schools are teaching too many values already, such as how to be a good citizen or how to be popular, rather than the substantive content of the subject. This view does not recognize that sometimes content which appears to be substantive is actually value laden or biased from the experiences of the author or teacher.

Teachers who oppose argue that it is not the place of the teacher to indoctrinate the student. Each person is an individual and has his own individual life style, which he should be permitted to choose. The latter point also is made by many who support the teaching, but they go further in saying that students need help in identifying and preserving their individuality. Study of attitudes and values can help, they feel, when done in an atmosphere of acceptance and freedom of choice.

There also is some controversy over whether attitudes and values can actually be taught. Students may parrot values back to the teacher just as they do other content, and forget them promptly after completing the unit. However, value decisions which they have made for themselves are not quickly forgotten. Supporters also point out that tests and other written materials can be constructed and graded so that a student may hold his own opinions even if they happen to be contrary to those of the teacher.

Teachers are not of the same generation as their students, and sometimes they are "over 30" and therefore "way out of it" and the values they teach would thus not be appropriate, say some opponents. Teachers who have had exposure to numerous values of different groups, and who feel comfortable about themselves, are likely to be able to help their students gain perspective beyond their present experiences and the current views held by their peers, regardless of age.

Attitudes and Values Taught in Home Economics

Home economics can be an ideal area for discussing attitudes and values. The stated mission of home economics is to promote the optimum development of the individual within the home and family. The goal in teaching for clarification of attitudes and values is to promote this development. Home Economics teachers are concerned with many of the areas of daily living where value decisions need to be made, we have informal, friendly classes where in-depth discussions are possible, and we generally have good rapport with students and an opportunity to work with them on an individual basis. Much content in home economics texts is related to attitudes and values.

The following statements which reflect attitudes and values were found by leafing quickly through one popular, current text:

— You are well groomed if your face, hair, hands, feet, and body are clean.

[1]Kluckhohn, Clyde. The Study of Values. In Notre Dame University. **Values in America.** Notre Dame, Indiana. University of Notre Dame Press. 1961.
[2]Raths, Harmin, and Simon. loc. cit.

- In order to do well on an exam, eat a good breakfast that morning.
- Leisure time should provide for physical, mental, and emotional health.
- Every teenager should have a place where he can have privacy and quiet.
- The floral print is an example of bad design.
- The proper way to wash dishes is from right to left.
- A bath should be fun for the baby.
- A gift should be treasured as an indication that someone cared about a person, rather than valuing it in relation to its money worth.
- We should learn to prepare foods in a variety of ways.

You may feel, as many teachers do, that these are facts because they are all matters we have been taught in our home economics courses and probably believe to be true. A closer examination indicates that all of these have value or attitudinal aspects. Consider the statement, leisure time should provide for physical, mental, and emotional health. A teacher or student might decide that her leisure time should be fun and place no value whatsoever on health, and some chosen and valued leisure activities might actually be hazardous to health.

An analysis of unit plans and curriculum guides in home economics by Lee[3] indicated that there are sometimes discrepancies between general cultural values and the concepts we teach. In a country that continues to believe in the value of work, Lee points out that we rarely use the word **enjoy** in relation to work in the home. Actually, many people find many satisfactions from accomplishment of household tasks and from interactions with family members, but apparently as home economics teachers we do not consistently reflect this, but tend to emphasize instead the view that household tasks are a chore to be completed as efficiently as possible. We teach the value of planning, but often the enjoyment and satisfaction from the successful completion of the plan are taken for granted. Lee says, "Being without value, the work of ordinary home life as presented in home economics curriculum guides is not dynamic and provides no emotional nourishment — this, like all good, comes through leisure."

[3]Lee, Dorothy. Discrepancies in the Teaching of American Culture. In Spindler, George. **Education and Anthropology.** Palo Alto, California. Stanford University Press. 1955.

The Middle Class Values of Teachers

Teachers tend to hold middle class values and attitudes, and textbooks also tend to stress middle class values. In recent years we have become increasingly aware that these middle class values are not appropriate for everyone, and that many times students do not even understand them because they are so foreign to their lives. Meals in the home economics class are served in middle class patterns. Middle class attitudes and values toward child care are taught.

There are several views concerning whether or not a teacher should teach middle class values to lower class students. One is that one should not, at least in certain areas. Teachers have found it inappropriate to teach table setting, for example, when families in their community seldom sit down together for a meal, or to teach "care of my room" when a "typical" family might have eight people living in two rooms. Teaching "wise" buying of products students have never heard about has been a frustrating experience for both teacher and students. Research by Hurt[4] indicated that students from lower class families and their mothers felt that they learned more of practical use when teaching was geared to lower class values in the areas of meal planning and holiday traditions. In the other experimental unit taught, home furnishings, students felt it was more practical to gear it to middle class values, while their mothers felt that both emphases were desirable.

Another view is that middle class values are appropriate for everyone if one takes the broad view rather than specific values, as almost everyone works in a middle class world which expects middle class behavior from employees. Supporters of this view would point out that there are a number of values such as family, health, loyalty, courage, which encompass all social classes, although the specific interpretation of what is desirable or undesirable behavior within the value may differ.

A third view is that it is undesirable to require lower class children to learn middle class

[4]Hurt, Mary Lee. **A Study of the Effect on Attitudes Toward and Carry-over of Homemaking Education when Teaching is Keyed to Lower and Middle Class Values and Practices.** Doctoral Dissertation, University of Illionis, Urbana. 1953. Also available from University Microfilms, Publications No. 5976, Ann Arbor, Mich.

standards and values in school because this places them in a confusing position. They have to decide if they will follow the values taught at home (and have trouble at school) or follow the values taught at school (and have trouble at home, perhaps), or lead a dual life, using the values and attitudes which have been taught in each situation.

Middle class values may be inappropriate for upper class as well as for lower class students. A tenth grader asked about beginning to collect sterling silver. Her teacher's attitude was apparent in her answer, "Oh, no, it is much better to start with stainless steel." However, this answer was given to a girl whose parents were upper level executives and used stainless steel only in the kitchen.

Professional home economists convey values and attitudes to others constantly in the following ways:

1. **By choice of what we teach.** We teach not only food preparation, but also meal planning and nutrition in our concern for the health of the individual. Or we teach not only college as a choice beyond high school, but also trade and vocational schools and jobs upon high school graduation.
2. **By the choices of learning experiences for students.** These range from assigned specific study guides with precise answers to freedom of choice and encouraging students to develop experiences of their own. Most teachers have some precise activities and some flexible ones, as they attempt to meet wide needs of varying kinds of students.
3. **By the behaviors we reward, encourage, and permit in the classroom.** In some classrooms students are encouraged to challenge ideas, even if they differ with those of the teacher. In others, the teacher squelches such "insolence" immediately. Some teachers are challenged themselves when students disagree with them, others are threatened. Some teachers are delighted when students develop an original approach to the class activity; others have a preconceived notion of what they want and consider everything else "wrong." All teachers have certain values which they stress in their classroom, e.g., saying, "Do you call that pressed? Go back and press again." or "I was so pleased with your ability to keep the preschoolers busy and happy."
4. **By the type of questions we ask.** For example, "How can a young couple plan a workable budget when they have an income of $70 per week?" or "Why is it important to conserve vitamins and minerals in food preparation?"
5. **By the way we evaluate.** This is an area many teachers find most difficult. Our tests may include specific, narrow facts from the textbook or they may be based on application of important facts to experiences within the lives of students. We may decide to add a few points to a student's grade because he finally tried to achieve during this grading period. Or we may subtract from the grade of an able student who did not exert himself.
6. **By what we wear.** Most home economists have values relating to setting an example of taste in dress and in grooming, in a moderate, yet fashionable manner.

Should Teachers Change Their Own Values?

We have talked about differences between values of students and teachers, assuming that the students are the ones who are expected to change. However, sometimes it is appropriate for teachers to develop flexibility or modify their own attitudes and values. Usually there are many in the class, and only one teacher, therefore, one might question whether the teacher is automatically right just because of her seniority and training. With any teacher, there would be some values or attitudes she would believe so firmly that she could not bring herself to change. There might be other instances where she would be a much more effective teacher by adapting or modifying her attitudes or values in some way.

A teacher might hold the value that meals, especially guest meals, must be served graciously, and may feel very strongly about this. Lovely china with harmonizing crystal, flatware and linens and an artistically arranged centerpiece may represent gracious dining to her. However, she might adapt her interpretation of this value to fit various situations. One

little change might be in terminology. Many people do not have "guests", instead they may have "company" or say someone "is coming over for supper." She might analyze for herself what she **really** means by gracious dining. Is it really the china and the other appointments, or it it the neatness and order which she likes? What are the components of gracious dining — the table, the people, the menu, the sociability, the general atmosphere, or some other aspect? After analyzing her value, the teacher could adapt her teaching of this value to fit whatever group she was working with. Thus she may recognize and be able to teach that one could dine graciously using a bare table with paper plates and plastic spoons, or with eleven people sociably crowded around a table meant for eight. And she might decide that the table beautifully set with the fine china, but with the people sitting uncomfortably around the unfamiliar grandeur, would not achieve what she considered gracious dining. She might be able to accept, with thanks, the wilted dandelion bouquet delivered in a discarded beer can by her four year old, and give it a place of honor on the table. In the latter example her hierarchy of values would become evident. Which is more important — gracious dining with a lovely centerpiece or the feelings of a small child.

Teachers who move into a new community may find that they need to adapt their attitudes, values, and behavior somewhat, to fit into local role expectations and mores. Suppose a teacher with a conservative, puritanical background moved into an ethnic community where beer or wine were routinely served with meals. She might not modify her behavior to the extent that she would drink beer or wine herself, but she would undoubtedly find, if she was at all sensitive to the local situation, that she became more accepting and less judgmental about the moderate use of beer and wine.

Not only do teachers find that they need to modify their attitudes and values somewhat to fit their particular students or community, but they may also find that they need to adapt them in order to keep up with current trends. A teacher commented, "I have been interested to note, during these recent years, how our definition of 'too short' has changed. For my (conservative) self, I thought above the knee was too short, then a year or so later I was wearing my own skirts several inches above the knee and felt comfortable doing so. Now these same skirts feel too short again." While attitudes toward matters such as short skirts or long hair are not of major importance, many persons, including teachers, have made many value judgments about the morals and character of students on the basis of such matters.

Teachers open-minded and accepting in their interpretations of the values, attitudes, and behavior of others are more likely to find it easier to change than those who have one view fixed firmly. Here are the reactions of two teachers to an eighth grade girl, the oldest in a larger family who was late to school every morning even though she lived only a block away. One teacher complained, "She is late every day. You'd think she'd learn pretty soon. She is just lazy and shiftless." (Her statement represents the view which she held in all contacts with this girl.) Another teacher commented, "However, she is always clean and nicely dressed. Maybe she has some obstacle that we know nothing about which makes her late. Perhaps she has to help get all of her little sisters and brothers ready for school before she can take care of herself. I wonder how a large family does manage with only one bathroom and so many needing to leave the house at the same time." (Here is an openness to discover what the problem was and perhaps help in some way, if necessary).

Which Values to Teach?

Some teachers emphasize their own values and attitudes as the accepted norm or the "right way." Others attempt to hide their personal values and attitudes while in the classroom, and some teach for a variety of views about value laden topics. There is evidence that successful teachers, as a rule, are those who let some of their attitudes and values show, but indicate in words and deeds that these are their own personal views and that students are expected to form their own attitudes and values based on class discussions, experiences, and self-analysis.

The position taken here is that a teacher can more nearly meet needs of students and help them learn to make realistic value decisions for themselves if she is aware of the values and attitudes she is teaching, and teaches them consciously and with direction. The ones she

selects to emphasize will be determined to some extent by the subject area, by the particular students she is working with, by community mores, and by her own strong beliefs. She may encourage students to decide about some values for themselves. Others may seem so important, or so needed by a particular group, that she will work to help students to change to these attitudes or values.

Items such as tightness of sweaters, wearing or not wearing a bra, and swearing are values worth discussing in class, but each individual must make his own decisions as to what he believes and how he plans to behave. Conceivedly these kinds of attitudes might be part of a larger issue or value, such as morality. However, the definition of morality varies greatly with age, social class, ethnic group, sex, and so again a discussion of all aspects of the issue would be more appropriate rather than teaching an absolute, "tight sweaters are bad," or "swearing is bad."

Sometimes we are told to begin by accepting the values students have, as long as they are not in conflict with the school. Then if the values of students are not acceptable, teachers should provide learning situations where students can see that values supported by the school are more desirable. But who can say that the values of the school are always more desirable? For example, a student's value of "not squealing" on a friend (loyalty) could be considered as worthy as the school's attitude of "tell us who broke the window, or else . . ." (firm discipline), although, as teachers who have to cope with such matters as broken windows, our sympathies and values would perhaps correspond with those of the school.

Some values emphasized in school are counter to those of certain sub-cultures or ethnic groups in the classroom. A teacher who tries to make a student adopt these may be doing the student a disservice. However, it could be of much help to the interpersonal relationships of a student to understand that his values are different from those of others and in what way. For example, teachers tend to value leadership and to attempt to give youths the opportunity to gain experience in leadership. However, most American Indian cultures believe that it is undesirable for a person to be out ahead or different from the others in any way. A teacher who made such an Indian serve as a leader would not be helping him change behavior, but would instead be causing him problems with self-identity and role, and embarrassment in his family and community for such unseemly behavior. Here an opportunity to explore the meaning of leadership for different people would be of value to the entire class in helping them understand themselves and others. Many non-Indians prefer not to be leaders also — a personal attitude or value.

In choosing values to stress in class many considerations must be taken into account. The kind of attitude or value and the audience to whom it will be presented are major factors. The teacher may have to modify or change some of her own strongly held attitudes or values in order to help students with theirs.

CHAPTER III

Teaching Techniques To Help Students Recognize and Understand Attitudes and Values

Numerous approaches have been used with success at the secondary level and with college students and adults to help people analyze and understand their own values and attitudes and become more accepting of the differing views of others. Teachers have found that attitudes and values can be taught both formally, labeling it as a lesson on attitudes or values, or informally as a planned part of some other lesson. A number of techniques will be briefly described here, with examples.

Value Diary

This is a daily log of values heard or observed. The purpose is to increase awareness of the frequency with which value statements are made and the different views expressed about some value.

The assignment is given as follows:

Select a value. Listen and/or ask indirect questions in order to discover the importance of that value to different people. Write their statement in their words, as soon as possible after you hear it. Describe the person who made it. After you have collected several statements, summarize your findings.

An alternative assignment; sometimes given at the same time, to provide individual choice, is as follows:

Select a group of people who are different from your own group such as ten year old boys, or grandmothers, or Chicano girls. Talk with members of this group, and listen to them in order to find some of the attitudes and values which they hold. As soon as you can after you have talked with them, write down what they said in their own words. Summarize the values which seem to be most important to them.

EXAMPLE # 1

Value: Good Grades

Senior Boy: I'm supposed to study for a test tonight, but if you are going to the stock car races I'll go along.

A grandfather - When I was a boy I would have been grateful to have a chance to study.

Sixth grade girl (an "A" student) - I can't play tonight because I have all this school work to do or I won't pass.

etc.

Summary: Of the people I heard comment on matters relating to good grades, girls and elderly people showed more concern than boys for good grades. There may also be some relationship between the ability of the student and his attitudes toward good grades.

EXAMPLE # 2

Group: Middle-aged parents

Incident #1. Woman, age 52, eighth grade education, telling about her 20 year old son. "Yes, he is coming home for Christmas. He doesn't like this job in Des Moines either. You know he borrowed money from his aunt to attend trade school last fall, but he didn't like it so dropped out after two weeks. Then he went out west and worked for Boeing for two months. He quit that and came home and got a job laying carpets. He didn't like his boss, so quit that job too. He found out that he's too old for apprentice training. I don't know what he plans to do next. I'm glad he isn't married.

Incident # 2. Man, age 42, high school graduate, works as a sales representative. Talking about his oldest son who is 19. "Sure, my wife and I would like to see him finish college before he gets married. But

what are you going to do if he says they'll run off to get married if we don't give our permission? You know they are only 19 and 17 — just kids. Sure, we'll end up supporting them for awhile — just so they don't have any children right away. They don't have any money to live on — just love."

Incident # 3. Woman, about 45, attended college but did not graduate, husband in business. Discussing her oldest daughter's recent engagement, "Yes, I'll be the first to admit it — we would have liked to have seen her finish college before she married — but they're in love — so what can we do. Of course we're thankful that he has his college education behind him and has a good job. Perhaps we can still work something out so she can transfer and finish her last two years."

etc.

Summary: The following values of these middle-aged parents seem to be implied by these statements:

- marriage is desirable, but after college is completed and/or husband has a good job
- wait to have children until one can support them
- parents can help their children with finances when they are first married, if they haven't finished college
- love is an important base for marriage

There was evidence that values of individuals differ, although it appeared that certain values were somewhat characteristic of this group.

(Note: a problem in using this value diary is that sometimes students generalize from too few cases.)

Analysis of Attitudes and Values

The purpose of this analysis is to increase awareness of the behavioral cues which people give concerning their attitudes and values.

The assignment is as follows:

When you hear someone comment on likes or dislikes, decide which attitudes or values are being expressed. Select one, then ask yourself what the person does that makes it appear that these are his attitudes. Name the attitude and list the behaviors you observed as either approach or avoidance responses, using Mager's definition. (See page 5.) In conclusion, indicate whether your initial judgment of the attitude or value was realistic as you compare it with the behaviors you listed.

EXAMPLE # 3

Attitude: I prefer to buy items from a prestige store

Approach Responses:

- explains where she bought each item, and it is always a prestige store
- tells how the clerks know her in the prestige stores, and order items especially for her
- When an almost identical item is available at the prestige store and at a non-prestige department store (at a lesser price), she buys from the prestige store
- makes derogatory remarks about discount houses and chain stores

Avoidance responses:

- never shops at non-prestige stores or discount houses
- asks other persons where they bought an item, and is noticeably unenthusiastic unless it is from a prestige store

Conclusion: The initial attitude stated above appears to be realistic when the behaviors are analyzed.

EXAMPLE # 4

Attitude: You can get real bargains at rummage sales.

Approach responses:

- When one admires something she owns she brags that she got it at a rummage sale for only ____dollars or cents
- shows you that she has replaced the broken dishes in her china from rummage sales
- when she is in need of something, watches for it at the rummage sales before she tries to find it in the stores

— cannot drive by a home which has a garage sale without stopping

— watches the paper for ads of rummage or garage sales

— frequently makes the rounds of several sales in one day

Avoidance responses:

— didn't observe any — she **really likes** rummage sales

Conclusion: The initial attitude stated above may not be her real attitude. Possibly her talk of bargains is rationalization for going to so many sales and buying so many things. Her real attitude may be — rummage sales are such fun!

Identifying Attitudes or Values

Most of us are not totally aware of the attitudes and values we hold since they are so much a part of us and often are partially subconscious. The following technique has proved useful in helping students become aware of value statements of others and in identifying some of their own attitudes or values.

Students are given questions such as the following, to encourage a variety of responses from very negative through very positive, one question to each buzz group.

What are some positive and negative attitudes which might be held about cheating in daily work and in tests?

— *about brothers*
— *about school*
— *about divorce*
— *about dates with fellows who are "too fast"*
— *about shoplifting*

What are some statements or behaviors which might indicate whether the value of comfort was of great or of little importance to a person?

— *value of family*
— *value of achievement*
— *value of service to others*
— *value of religion*
— *value of beauty*
— *value of leisure time*

Sentence Completion

Teachers of home economics frequently use a sentence completion form during the first week of school in order to become acquainted with their students. This same technique can be used to identify attitudes or values. Develop a specific objective, such as: the student will be able to identify attitudes and values he holds in relation to family. Sentence openers to help in this often include some insignificant or banal questions as well as the ones which are planned to help the person identify his values and attitudes. Students are to write the first idea which comes into their minds, and not to dwell on any one item, as there are no right answers. Often, instead of putting his name on the paper the student uses some identifying mark, as his birth date or a certain doodle, in order to help him identify it quickly, yet keep it anonymous.

EXAMPLE # 5

Directions: Make each of the following words or phrases into sentences, using the first idea that comes into your mind.

It is fun to .....
Hamburgers .....
Basketball .....
My family .....
Little sisters or brothers .....
Big brothers .....
Big sisters .....
My mother .....
My father .....
My other relatives .....

These can be handed in without comment, then several days or weeks later, when attitudes and values are the topic for discussion, they can be handed back. Each person is asked to examine his statements and try to identify the attitudes and values which appear to be indicated.

Value or Attitude Pictures

Select a number of pictures which tell a story or depict some attitude or value. Hand

out to each student, or each pair of students, and ask them to study the picture, then describe attitudes or values which might be inferred from it. Or project a transparency on the overhead, such as the picture on page 19.

Surveys of Attitudes

Attitudes are an object for study by social scientists and others. Several forms are used for these surveys. These can be completed by students, tabulated by a committee, and the results discussed.

EXAMPLE # 6

Device for Testing Attitudes of Students in an Alterations Class

"WE CAN ALTER IT FOR YOU MA'AM"

Complete the following statements:

1. I like people who:
   (This question might give some clues as to what they think of people.)
2. An employer is a person who:
   (This question would bring out some attitudes towards employers, whether they considered him the one who does the hiring or the one who does the firing.)
3. Women should work outside the home when:
   (Here they might reveal their attitude about working women.)
4. When looking for a job, you are interviewed at a store where the Alterations Department is located in a big, well lit, newly remodeled room and has all new equipment, but the supervisor, you find, is an authoritarian 'crab'. I would:
   (This question might show which they felt to be more important, the facilities or the supervisor.)
5. When on the job, if the girl next to me talks all the time, so much that it interferes with my work, I would:
   (This question might reveal how important they thought it was to get the job done, as well as showing how they would handle such a situation.)
6. A girl brings in a beautiful knit suit - she wants the collar remodeled. It spoils the looks of the suit. I would:
   (This question would reveal whether they felt their own opinions to be more important or those of the customer.)
7. A customer returns six skirts you took in for her - saying she won't pay for them because you made them too tight. I would:
   (This might reveal how she felt about the responsibility she has toward the store.)
8. One day your employer comes up to you and says, "You know, Mary, you're one of the best alterationists we've ever had," and at the same time he hands you a small book entitled 'Personal Grooming' and then says "Maybe you can get a few personal tips from this," I would:
   (This could show attitudes toward grooming as well as attitudes toward criticism.)

EXAMPLE # 7

The Working Wife and Mother[1]

Directions: Please place an X in the column which most nearly is in accordance with your feelings.

	strongly disagree	disagree	uncertain	agree	strongly agree
1. When a wife and mother works she needs to be a good manager and organizer in order to fulfill her responsibilities to both her family and her employer.					
2. When there is no financial need, a woman chooses employment because of the challenging and socially stimulating experience it offers. She gains a sense of satisfaction and achievement from her employment.					
3. If a woman works to supplement the family income because her husband is going to school or they are buying a home, the husband should accept some responsibility for helping with household tasks.					
4. A mother's employment outside the home helps her children to become more independent and self-reliant at an earlier age.					
5. A woman who works outside the home is rejecting her role as housewife and/or mother.					
6. The husband's attitude toward his wife's employment is a crucial factor in the husband-wife relationship.					
7. "Outside interests," among them employment can be a source of diversion and stimulation for the wife and mother.					
8. Working, along with handling household tasks, leaves a woman less capable of managing both family and work responsibilities.					

[1]Holt, Todette L. **Opinions of Employed and Non-Employed Nurses in Regard to Employer-Employee, Mother-Child, and Husband-Wife Relationships.** Masters Thesis. North Dakota State University Library, Fargo. May, 1969. The above are some of the questions used in her research.

EXAMPLE # 8

Attitudes of Adolescents Relevant to Family[2]

Directions: Read each statement carefully, and then check one of the five choices to tell how you feel about it. Do not spend too much time on any one statement.

	strongly agree	agree	uncertain	disagree	strongly disagree
1. My parents place too many rules and regulations on me.					
2. My attitudes are influenced to great extent by my family.					
3. It is all right with me if my mother works outside the home.					
4. The kind of house one lives in determines to a great extent how happy that person is.					
5. It is all right for me to marry with the understanding that we will get a divorce if things don't work out.					

Value Thread

The purpose of this technique is again increased awareness of values.

The assignment is as follows:

Read a magazine article, story, or a fiction or non-fiction book. Watch for the values which are expressed by the characters if, fiction, or by the author, if non-fiction. Analyze and/or summarize.

Numerous values are expressed in articles and stories in teen magazines. **CoEd** occasionally has short stories with value themes. Some paperback books which are suitable for this assignment are:

Friedan, Betty. **The Feminine Mystique.** (represents the view of a woman who is not satisfied to be "just a homemaker")

Kaufman, Bel. **Up the Down Staircase.**

Lynes, Russell. **The Tastemakers.** (middle and upper class values)

Mather, Melissa. **One Summer In Between.** (Values of southern Negro and New Englanders.)

Mayerson, Charlotte. **Two Blocks Apart.** (values of two teenage boys, Puerto Rican and white).

McGinley, Phyllis. **Sixpence in Your Shoe.** (represents the view of a homemaker who enjoys the role)

Packard, Vance. **Status Seekers.**

The Devil's Advocate*

Frequently students hesitate to share their convictions in class, particularly when they hold views contrary to those generally given. And sometimes it appears that they have no convictions. Playing the devil's advocate is a way of arousing the class to state views, to clarify values, and to uncover fuzzy thinking. The stage is set for examining alternatives from the popular views usually held. There are no right answers to the issues which the devil introduces, but many alternatives are suggested. The extreme and dogmatic statements which the devil's advocate uses let the class know that something different is happening.

EXAMPLE # 9

Devil's Advocate

Did you ever see any of the miraculous testimonies plastered on a magazine page next to the famous star of stage, screen, and television: "If I can sew, you can sew!" She's wearing a designer's original from Sew-Sew pattern

[2]Light, Harriett. **Attitudes of Rural and Urban Girls Toward Selected Concepts.** Master's Thesis. North Dakota State University Library. Fargo. 1968. (The attitude survey above is part of the attitude scale developed for her masters research. Other areas included are attitudes toward religion, education, drugs, sex.)

*techniques marked thus have been adapted from those by Raths, Harmon, and Simon. **Values in Teaching.** Columbus, Ohio. Charles Merrill and Co. 1966. Available in hard or soft cover. There are numerous other techniques described in their book.

company that just happens to look like every other woman's who bought pattern number 9001.

This is but one of the list of badgerings that females have to contend with in the never ending battle of "to sew or not to sew." They proclaim that sewing is economical, creative, stimulating, fun, relaxing, and requires little skill. Are they considering the all important materials, machines, and fabrics, the actual skill and training required for even basic techniques, the frustrations of failure, and the waste of time and money involved if the garment is left in the back of the closet?

Truly proper fit is nearly impossible to achieve without extensive experience and training in this area. At least when buying a ready-made garment, you may see the finished product to judge its fit, effect, and suitability on you.

So spoke the devil.

NOTE: If needed, the following questions are suggested for discussion starters:

1. What are some responses you want to say back to the devil when he talks like this?
2. Choose some other person, a mother, a pattern designer, a fabric store owner, a clerk in a teen dress shop, and respond to the devil's comments from their point of view. Begin by identifying the person you are representing.

EXAMPLE # 10

Devil's Advocate

I feel like a devil today so I'm going to tell you a few things that are on my mind. You'll be studying cheese for the next few days. You'll see two filmstrips today and they will be telling you how good and nutritious cheese is. But don't you believe it!

How many of you have ever tasted bleu cheese? Did you like it? Did you ever smell limburger? Did you like it? There you go! Cheese doesn't even taste or smell good. And it has a kind of slimy feeling. Why, did you know that cheese is made from curdled milk? They let milk sour and then separate the solid curds from the liquid whey. Then the curds sit in a big vat, sometimes for years. Think of all the germs! As if that weren't enough, they purposely put bacteria and mold into the cheese. They say it develops the flavor. Some cheeses are ripened in dirty caves. There might even be bats flying around! They say that all cheese made in the United States is made from pasteurized milk. But what good is that when the cheese goes through so much later? In Europe the milk is not even pasteurized!

I think cheese must be the worst tasting and the most unhealthy food there is. And as if that weren't enough, cheese is fattening. Did you know that except for cottage cheese, 1 oz. of cheese has a hundred times as much fat as 1 oz. of whole milk? And you know how fattening whole milk is. That's why so many people drink skim milk. Cheese is actually mostly fat. The solid curd is the fat particles clumping together as the liquid and sugar drains.

Well, I hope I've convinced you that cheese is not to be eaten. Remember, that you'll get all sorts of reasons on why cheese is so good. But I've warned you. So don't believe anything they say.

Value Clarifying Responses*

Raths suggests many open-ended value clarifying responses to help individuals expand or clarify their thinking about a topic. These can be used in a short interchange with a student during a group discussion or informally for a "one-legged conference" (see below). This is a way of responding to a student which encourages him to consider or reconsider what he has chosen, what he prizes, or what he is doing. It encourages changed behavior, as people decide that what they are doing is not really what they want to do. These are brief interchanges; lengthy discussions like this might make a student become defensive or he may feel he is being cross-examined.

Some types of questions or value clarifying responses which help accomplish the above objectives are given below. Note that they follow closely the definition of the valuing process (p. 3) given by Raths *et al.*

How did you feel when that happened?

Was that something you yourself selected or chose?

What do you mean by . . . . . .?

What are some good things about that idea?

What reasons do you have for saying (or doing) that?

One-Legged Conference*

These are brief interchanges or conversations, so called because the busy teacher pauses briefly before moving on to her next task. One-legged conferences are an appropriate technique in home economics, as students so often share their thinking and experiences with us.

A student may say, "We are going to build a new house!" A common response would be, "That's nice." A value-clarifying response for the purpose of stimulating thought might be, "Are you glad about that?" A student may respond, "Well, not really — I will have to move away from my friends," or "Oh, yes. I will get a room of my own." The teacher resists the opportunity to stress some point, and ends the conversation non-committally, such as "Excuse me, I must get this mimeographing done before class," or "I'll be interested to hear about the plans." Students have reported that they have thought about such brief interchanges off and on for the rest of the day, or for several days.

Other examples might be:

1. Student: My mother is having a new baby in June."

Teacher: "How did you feel when you found out?"

2. Student: "I'd like to work at camp this summer."

Teacher: "Would you really do that or are you just talking?"

Value Sheet*

The purpose of a value sheet is to stimulate thought and/or discussion on value related topics and to help individuals clarify their thinking. To develop a value sheet a provocative statement, a saying, a poem, an item from the newspaper or television, or a picture is selected. Questions are developed around this item. A non-threatening question as to the person's position on the issue is used as a beginning. The questions then progress through the steps of choosing, prizing, and acting. Sometimes a value sheet can be used to begin a class discussion, with everyone filling it out briefly so they have their own ideas in mind before they begin to hear others. This is followed by discussion in buzz groups or by the entire class. Sometimes pupils are asked to complete the sheet and hand it in. Since values are individual, it appears that these cannot be graded; however, some students have complained about doing all that work for no grade.

Successful value sheets are on a topic that is relevant and current to the class, is controversial, and leads to in-depth discussions of value questions. They avoid statements or questions which are slanted in one direction.

Examples of value sheets follow:

EXAMPLE # 11

"Slave Labor"

DIRECTIONS: Write out answers to the questions below. Later, you will have a chance to discuss your answers with a small group of students. You need not reveal your answers to anyone if you choose not to do so.

A 16-year old girl wrote the following letter to Ann Landers.[1]

Dear Ann Landers:

Sometimes I'm sure the only reason my mother had me was because she wanted someone to do her housework. Are children supposed to enjoy their childhood or be slaves?

I am 16 and finding school very rough. If I'm going to get into a decent college next year, I need grades. I have loads of homework and a busy social life. Is it fair of my mother to ask me to get off the phone and set the table while she is doing nothing but reading or sewing?

Several of my girl friends are having the same problem with their mothers. What is your opinion?

—Slave Labor

1. Write your reaction to this letter.
2. Does this letter produce a strong emotion in you? What emotion does it produce?
3. What reason (or reasons) do you think Slave Labor's mother has for asking her daughter to help with the housework? Do you feel she is being fair to her daughter? Unfair?
4. Do you feel Slave Labor chose an appropriate name to call herself in Ann Landers' column? If yes, why? If not, what name do you feel more appropriately suited to this girl?
5. Pretend you are Ann Landers for one day. Write an answer to this girl's letter.
6. If this letter suggests a problem which bothers you, what might you do about it

[1]Used by permission from Ann Landers, Publishers - Hall Syndicate, from a column in **The Fargo Forum**, Fargo, N. D.

personally? Within yourself? With your friends? Within your family?

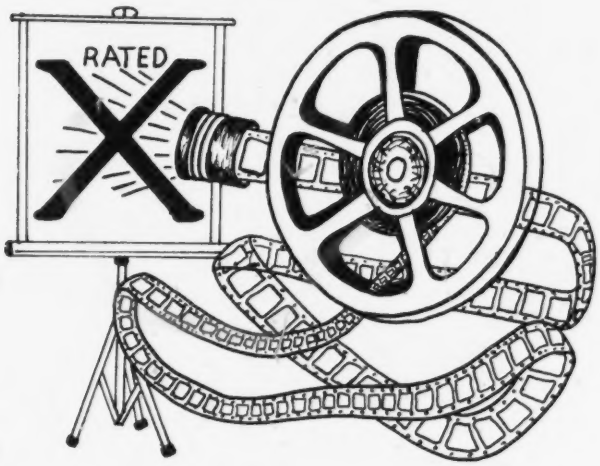
7. Is there any other mother-daughter problem or family problem which concerns you? What are you doing about it? What could you do?

EXAMPLE # 12

Sex-Oriented Films and Ratings

DIRECTIONS: Below is a portion of an article taken from the Fergus Falls Journal[2] on Wednesday, January 21, 1970 on X-rated movies. After reading the article write out answers to the following questions, ready to be turned in and/or discussed in class.

The controversial X-rating for movies is proving both a bonanza and a burden to the people who operate the nation's theaters. The bonanza is obvious from the box-office success of the sex-oriented films, both the ineptly made ones that make up with sex scenes what they lack in quality, and the fine film efforts which were given the rating because of what was considered excessive nudity or obscenity.



The burden is primarily one of moral responsibility and in enforcing the industry-devised ratings system—an X-tag bars youngsters under 16, with local variations in age, from attending the movie under any circumstances. Some of the nation's movie exhibitors have voluntarily refused to play X-rated films, but for the most part, circuit owners have opted in favor of commerce.

One theater owner commented, "The X-classification has inspired the production and release of trash the likes of which was undreamed of five years ago, even 18 months ago. We all know how many times the X has been used to add to, rather than to restrict, the potential audience . . . What the system has done is to call unnecessary attention to the X-films and consequently to label members of the industry as pornographers in the eyes of the public and no public attention has been called to such fine family films as 'Ring of Bright Water,' 'Run Wild, Run Free' and 'The Other Side of the Mountain'." Indeed, some theater managers and film company advertising men have made the X-rating a sales gimmick, a come-on for ticket sales.

1. Under what circumstances would you attend an X-rated film?
   ——The rating makes no difference, I go to most movies without investigating the rating.
   ——When an X-rated film is advertised, I go.
   ——I would never go to an X-rated movie.
   ——I would attend one away from my home town, but never one in my home town.
2. What do you think about the type of movies that are being shown now? Do you think they influence the morals of America? Have you seen some that you would classify as pornography? What is pornography?
3. How much attention is given to a movie by rating it? Discuss.
4. What do you see as the main reason for rating movies?
5. What do you feel is the best way to improve the quality of movies? Where would you begin? Do you think the answer is government or agency censorship? Discuss.

EXAMPLE # 13

Value Sheet

"I think twentieth-century mothering is as challenging a profession as women can find. Homemakers do not need to feel that all they can offer their husbands is bed and board. I'm not concerned with simply being passive, dependent, and cherished. I really believe that right now, as long as my children need emotional, spiritual and physical nourishment — my place is to be a creative, intelligent and satis-

[2]Used by permission from the Fergus Falls Journal, Fergus Falls, Minn.

fied mother." (From: Nelson, Elof E. **Your Life Together.** Richmond, Virginia. John Knox Press. 1967, p. 76.)

1. Write your reaction to this quotation in just a few words.
2. Does it produce a strong emotion in you? What emotion does it produce?
3. Do you think the above quotation is anti-working mother? If not, why? If yes, in which ways?
4. Can you think of any example in our society which supports the above view?
5. Can you think of any which would tend to refute her point of view? Have you ever considered all the reasons why women with children work outside the home?
6. If this quotation suggests a problem which concerns you, is there something you might personally do about it? Within yourself? With some close friends? With society?

EXAMPLE # 14

Value Sheet

"The eyes of other people are the eyes that ruin us. If all but myself were blind, I should want neither fine clothes, fine house, nor fine furniture."

Benjamin Franklin

1. Write your reaction to this statement in just a few words.
2. Does it produce a strong emotion in you? What emotion does it produce? Have you an idea why?
3. Can you think of pleasures you have which do not have anything to do with making an impression on somebody else?
4. What are some examples where this is not true?
5. What can we do to help this situation in ourselves?

EXAMPLE # 15

Quotation

"The only way on earth to multiply happiness is to divide it."

Paul Scherer

1. What does this quotation mean to you?
2. What to you is happiness? Define in your own words?
3. Are you, basically, a happy person?
4. Do you think the majority of the people aroud you are basically happy? If not, what could be some reasons?
5. What do you do to promote happiness? What else could you do?

EXAMPLE # 16

"Not My Mother."

The FHA members were making suggestions for their chapter mother. One mother was mentioned. Her daughter jumped up and vowed indignantly, "If **she's** chapter mother, I'm resigning!"

Other mothers were suggested and each girl indicated that she did not want **her** mother to be chapter mother. Therefore, no one was elected and the subject was dropped.

1. What are some words which seem to describe how these girls felt?
2. What are some words which describe the way people are expected to feel about their mothers?
3. What are some reasons these girls may have felt differently than expected?
4. What does a chapter mother do? Is being chapter mother an honor or a penalty?
5. Do you think these girls rejected their mothers as much as it appeared? Or did they reject them even more than was apparent?
6. What attitudes about your mother do you express to your friends? How much does what you say reflect how you really feel?
7. Does one need to agree with one's mother (a) all the time (b) some of the time, (c) none of the time?
8. What can you do to show your mother that she is an important person in your life? How can you convey this feeling about your mother to other people?

EXAMPLE # 17

The Working World

Suzy and Jim were teenagers who both worked at a restaurant which was reputed to be the best in town. Suzy was a person who disliked precise routines, and the task which bothered her most was washing the goblets after the evening dinners. These had to be washed by hand, in hot soapy water and with a very hot rinse to aid in air drying. Not only was this difficult because the goblets broke

easily but also the hot water was hard on her hands. Whenever no one was watching she took several shortcuts, such as swishing only the rims of the goblets around in the soapy water, then drying them with a towel, so as not to have to put her hands in the hot rinse. Jim observed her doing this, and mentioned to her that this did not meet the sanitation requirements for a public eating establishment. However, she made a sassy reply to Jim about it being none of his business and continued whenever she had the opportunity.

One day the state supervisor came to visit the restaurant on his regular bi-monthly inspection. Suzy did not realize who he was, or even that he was there to observe the operation of the restaurant, so she proceeded with her usual shortcuts. This, of course, appeared in the report to the management, and Suzy was told that she was either to meet the requirements of the restaurant, or find another job.

1. What feelings do you have about this situation? How strong are these feelings?
2. In what ways does this description of behind the scenes in a restaurant agree or disagree with your image of restaurants?
3. What are some of the other reactions Suzy might have had when Jim spoke to her about her behavior on the job?
4. Do you feel it was right for the restaurant manager to have given Suzy a second chance, or should he have fired her right away?
5. How much responsibility does one have for the behavior of one's co-workers?
6. Jim was willing to speak up about his beliefs in sanitation and doing a job right. To what extent are you willing to state your beliefs?
7. Are there any things which you are working to set right, to change, to improve? Discuss briefly.

EXAMPLE # 18

Buy Brand Names

While Janet and Terry were riding with Tom in his new car, they heard the following commercial on the car radio:

"Buy brand names. When you purchase a product identified by brand names you are assured of consistent high quality. Buy the brand names you know and trust. Buy brand names."

Janet commented that she didn't really care about the brand - she always bought the one with the lowest price. Terry said, "Oh, when I find a product I like I always look at the brand and buy it regularly. Tom wondered about the influence of radio commercials and other advertising as compared to the quality of the product in determining which brands he bought.

1. Suppose you were in the car with Janet, Terry, and Tom. What comments would you like to make?
2. Under what circumstances, if any, would you prefer to buy a certain brand?
3. Under what circumstances, if any, would the brand be immaterial to you?
4. What difference would brand make to you, if any, in buying (a) facial tissue, (b) aspirin, or (c) cologne or shaving lotion?
5. How do you know if you have made a "wise" purchase? What satisfies you about a product?
6. Psychologists say that we are influenced to buy because of the image a product has, such as glamorous, conservative, modern, powerful. Do any of these influence you? If so, in what way?
7. What can you do to help yourself buy products which meet your needs?

Thought Sheet*

On a certain day each week, each student is expected to hand in a thought sheet relating to some value or attitude. This sheet may be in any form, such as prose, poetry, a picture, or other as long as it represents thoughts of the person. It may be short or long. It is not graded, and it is not shown to anyone except the teacher. Occasionally, the teacher may read a thought sheet to the class, without identifying the author, to stimulate discussion.

Thought sheets provide a way for the teacher to become acquainted with her students, and provide a way for students to clarify their values and feelings. Teachers have reported that they have carried on a dialog via thought sheets with students who do not respond in class, and that after a semester some of these have begun to participate. When some controversial event occurs in the school there are usually a number of thought sheets which discuss the value implications of this to the individual and which have perhaps helped these individuals form and maintain a value position.

Thought sheets are sometimes held by the teacher for several weeks, then handed back in the order they were written so students can see how their values have been clarified. Sometimes thought sheets are handed back in the next day or two. An additional assignment might be to summarize the attitudes or values expressed or implied in one's thought sheets for the past month.

Some students give much of themselves on thought sheets – others either do not trust the teacher with their very personal thoughts or they are unable to verbalize them on paper. Thought sheets are more likely to be successful when a teacher accepts all thoughts as important and is careful that her comments encourage rather than discourage further thinking. Value clarifying statements are sometimes helpful for a teacher to use on these sheets. Or perhaps she can share some of her own thoughts on the subject.

Voting*

In this technique the teacher raises questions, usually to open the class period, and the students indicate their position by a show of hands. The purpose is to help students think through their own views, to affirm them publicly, and to observe the views of others. Many times it is enlightening and comforting to a student to learn that someone else has the same beliefs or problems that he has. Voting begins with simple questions, then moves into value questions. Sometimes a variety of questions are covered in one brief voting session and at other times all the questions focus upon one issue.

Voting can be used in a number of ways. Several questions can be raised, answers recorded on the board, and then dropped with some statement such as, "I see we have quite a variety of views on these questions in this class, which is good." Or the questions and recorded answers can be used to lead into a discussion lesson. Or the teacher may suggest that anyone who has additional thoughts on the subject may write her a note about it and she will answer it.

EXAMPLE # 19

–How many of you have a birthday this month?

–How many of you feel happy when you have a birthday?

–How many of you don't really like having birthdays?

–Rank these things about birthdays in the order in which they are important to you: birthday cake, extra privileges from being older, presents, family celebration, other. (write on board)

–How many would put birthday cake first?

–How many would put extra privileges first? Presents? Family celebration?

–What are some of the other things you think are important in relation to birthdays?
(and thus leading into a discussion of family traditions or of what it means to be getting older. Or it could become a zig-zag lesson (see below) to discuss how it must feel if you have no one to plan a birthday celebration for you.)

EXAMPLE # 20

–How did you feel about the snow this last week-end? Vote glad, mad, sad. How many were glad? How many were sad? How many were mad? How many didn't feel any of these ways?

–How many of you resolved on Friday to study this week-end?

–How many of you actually did study?

–How many of you feel awkward and uncomfortable sometimes when you are with people?

–How many of you like French Bread? French kissing?

–Well, I guess that's enough for now – let's move into our lesson.

Zig-Zag Lesson*

The purpose of a zig-zag lesson is to arouse interest and help students begin thinking on the surface level, then to move unexpectedly into an important value issue. The opening questions are simple, quick, and easy to answer, then students are abruptly confronted with the central idea, the value question under consideration. Zig-zag lessons are easier to write when the teacher has a specific objective in mind.

EXAMPLE #21

A Zig-Zag Lesson (on the importance of vocational-technical education)

1. How many of you enjoy watching television?
2. How many hours of television do you watch in a day or week?
3. What happens at your house when the TV breaks down?
4. Is it relatively easy to get a TV repairman to fix it the next day?
5. Do you think a TV repairman has to go to school to learn how to fix TV's?
6. Did you ever think about where he gets his education?
7. What is a vocational or technical school?
8. What are some of the jobs vocational or technical schools train for?
9. Would some problems arise without such skilled people? If so, what?
10. What might be some of the reasons that a person might choose a technical school over another form of post-high school education?
11. Who do you feel has gotten the most specialized education in his field - the college graduate or technical school graduate?
12. What is the attitude of most society people toward technical schools?
13. Would you consider going to a vocational or technical school? Why or why not?

EXAMPLE # 22

A Zig-Zag Lesson (to help middle class youth understand lives of inner city residents)

1. How many of you had supper last night?
2. Did you worry all day long where that supper was going to come from?
3. What did you do after supper last night? Did any of you spend it out on the street with your friends?
4. Were you able to go to bed when you wanted to?
5. How many of you awoke during the night to the sound of gunshots in the street?
6. How many of you had breakfast this morning?
7. Those of you who didn't, was it because there was no food in the house?
8. Have you ever thought about what it would be like to come to school hungry simply because there was nothing at home to eat or to come to school tired because of all of the commotion during the night due to a shooting under your window?
9. Have you ever thought what it would be like to live in a ghetto?
10. What could be done to help make life easier for ghetto dwellers?

Proud Whip[1]

The teacher asks each person in class, in turn, to tell something about himself that he said or did which he feels proud of today. This can be followed by discussion of the reasons they felt proud or of the types of things which made them proud or the class can move into the lesson of the day with no further comment.

This technique is helpful because many times people are not aware of what they have to be proud of — we all tend to become preoccupied with our deficiencies. Also, there is the benefit of making a public statement about one's values.

It is interesting to observe that when classes first begin to use this technique some of the students allow themselves to be influenced by the responses of others, and perhaps change their statements. In ensuing discussion they will admit that they were influenced to name something which they considered more socially acceptable, or which was more in line with the type of thing named by the class leaders.

Role Playing

Role playing is used by home economics teachers for many purposes. It can be helpful in emphasizing attitudes and values and in helping students become more aware of their own and more accepting of values and attitudes of others. The role play situations can be structured by the teacher to stress some specific point, or developed by small groups to illustrate a specific attitude or value, or they can be developed by the class.

A class was discussing the attitude of snobbery which sometimes occurs on the part of those persons in a community who have more money toward those who have less. They were trying to conceptualize what snobbery really was and the accompanying behavior. Class members were asked to show what they meant when they described certain behavior. A group would role play, for example, ignoring some-

[1]Developed by Raths and associates, but not described in their book, **Values in Teaching.**

one on the street, then another person in the class would get up and try another approach, using the same actors who spontaneously shifted their roles. Finally, one student initiated a role play where a mother and her daughter were going through her closet, trying to decide which of her clothes she would keep and which she would give to "the poor", since they were no longer good enough for her. The entire class became very involved, as they were trying to understand the meanings of snobbery and there was much freedom of movement and forgetfulness of self in the process of illustrating these meanings.

Another type of role play approach is to assign topics to each group, such as to illustrate how people felt about being on time, cleanliness, education, privacy, and similar values.

"Minute dramas"[2] have been developed which also serve to call attention to values. These are read by pairs of students, then discussed.

EXAMPLE # 23

Minute Drama I

Scene: Living Room. Mother and daughter are cleaning.

Daughter: Mom, may we throw this old vase away? It is just horrible! The colors are so - so awful. I can't see any reason for keeping it.

Mother: I wouldn't begin to throw out that vase. Why - your father gave that vase to me before we were married. It is so very dear to me. I always thought it was rather beautiful. (With a dreamy look in her eyes) I guess I'm just sentimental.

Minute Drama II

Scene: Living room. Mr. Davis has just come in after a hard day's work.

Wife: Dear this may be the last evening you will be sitting in that old chair. Remember, you said I could get some new furnishings? Well I picked out a lovely chair for you, dear. I'll be glad to get rid of that old one.

Husband: What, get rid of this chair! What is life coming to? A man can't even have a comfortable chair in his own home. We have had this chair for years, dear. I just can't see getting another one when this one is so comfortable.

Minute Drama III

Scene: Mother and Daughter are having a discussion in the bedroom of daughter's new home.

Mother: I just can't see spending all that money for decorating this guest bedroom. My gracious, it's pretty, and I'll bet it is comfortable. But, all that expense for a guest room seems a bit foolish to me. Looks like you would have wanted to spend that money on your own room.

Daughter: Jack and I love having company. You can never tell when one of our friends or family is going to drop in. We enjoy having people, so we want to make their stay as happy and as comfortable as possible. Just like when you and Dad drop in - we want to make you feel welcome.

Minute Drama IV

Scene: Living room. Mrs. Brown is showing her new drapery material to her friend.

Friend: Ruth, I guess I like the fabric. In fact, it is quite nice. The color is pretty. It goes with everything. And I understand that it will wear and wear. I know the draperies will not be hard to clean. But, I still keep thinking of that lovely, lovely piece of raw silk material I saw downtown at Larson's. It would be just perfect for your room. Oh, the material really had that expensive feel about it! Ruth, I'll bet you could take this material back and get the fabric at Larson's Why don't you do that? I know you would rather have the expensive material.

Ruth: Jane, the expensive fabric would be nice. But, I'm very happy with what I bought. I would rather have this manmade fabric at a lower price than the raw silk. We need to

[2]Simpson, Elizabeth J. Exploring Values That Influence Choices In The Area of Home Furnishings. **Illinois Teacher** 9: No. 5: 274-279. College of Education. University of Illinois. Urbana, Illinois. 1962. (Minute dramas by Ann Montgomery Gerteis.)

spend the money on something else. I'm just trying to be economical.

Some questions to include for discussion following such role plays might be:

—Mary, how did you feel as Mother?
—Sally, how did you feel as little sister?
—They showed one type of behavior — what other ways of doing can we think of?
—What values or attitudes were demonstrated?
—What might we learn from this situation?

Discussion

Discussion can be an effective technique for helping people clarify values and also for encouraging change. An effective discussion is one where there are discussable questions with no right answers, either real or implied, and where the teacher or discussion leader makes it very evident that all views are welcomed.

Teachers who make judgments, or who teach for the "right answers," no matter how subtly, deprive students of the opportunity to judge for themselves and make their own value decisions. If students feel they can only verbalize ideas the teacher will approve, discussion is curtailed and possibly even is a waste of time. This does not mean that the teacher can have no views, merely that her views do not dominate and that students understand that they do not have to accept her attitudes and values, that the teacher is pleased to have them think for themselves.

The wording of the questions is a key technique in inviting views other than those of the teacher or the text. Some questions are extremely narrow and therefore not discussable. Some imply one view even though the teacher is trying to be objective and open.

What's wrong with drinking on a date?

Why is it a good idea to wait a year or more after marriage before having a baby?

Why should you help your mother with the housework?

In what ways is sharing in home tasks valuable to a teenager?

Why is it desirable for a teenager to know about the expenses involved in running a house?

Why do you think heavy petting is undesirable?

None of these are suitable discussion questions when open discussion is desired because they all imply one attitude or value. Such questions could sometimes be used following a student's comment for purposes of clarification.

Should a teenage boy or girl who works part time be expected to share in the work at home?

Do you believe that your parents should give you more freedom?

What do our laws say about the use of beer by minors?

Yes-no questions and factual questions are narrow and an answer is implied. Following them with why or why not continues to imply a right answer.

Any yes-no or other narrow question can be reworded to be a discussable question with no specific answer implied:

What is your opinion about the laws concerning the use of beer by minors?

A situation is often easier to discuss than a question, and can be open-ended and worded so as to be open to many intrepretations:

Linda has a job after school three days a week, from 4:00 to 6:00. She also works all day on Saturday. Because of this, it is not easy for her to keep her room clean or help with the household cleaning and cooking. Linda and her mother do not agree on how much help she should give around the house when she is working. What do you think?

Or alternatives can be given and students asked to choose:

There are both adults and youth who believe that young people today should have more freedom. There are others who believe that young people already have too much freedom. What are some of the views of the young people and adults whom you know on this subject?

Recitation questions are another type which teachers use often, but which are not suitable for discussion although they may be helpful for review of facts.

What qualities are found in a well-built house?

This question has some discussable characteristics in that there is a variety of answers and the type of qualities would vary according to the family or individual. In all probability, however, the answers are on page____ in the text and the teacher will fill in the ones the students cannot remember. A revision of this question, for value-clarifying purposes might be:

Some people consider the quality of the workmanship one of the most important factors about a house, others feel the cost is more important, and still others might consider arrangement of rooms or some other factor. Let's talk about the importance of each of these factors to different families.

When a teacher has a discussable question she should permit students to discuss it freely, challenging each other and calling for evi-

dence. Teachers sometimes forget themselves and make strong statements about their own position before students have had the opportunity to explore the idea. Another way to block discussion is for the teacher to say, "Right," after a student response.

Discussion of Films or Case Studies

Sometimes it is difficult for class members to have a discussion because they lack common experiences or knowledge of the topic. Viewing a film or reading a case study together can stimulate discussion. Two films which are excellent for this purpose are:

I Walk Away in the Rain. Contemporary high school students in a biology class and their teacher. Designed to raise many value issues, but not answer them. Film stops abruptly and viewers are expected to discuss.

Roots of Happiness. A story of two poor families in Puerto Rico — one is happy and adjusted and the other is unsettled and quarrelsome. Values and attitudes of the two families differ considerably. Both disadvantaged and advantaged students can use it as the film emphasizes the lives of people with little money.

EXAMPLE # 24

Suggested discussion starters to follow films

1. What was particularly interesting or disturbing to you in this film?
2. Which of these things you have mentioned are attitude or value issues?
3. What appeared to be some of the attitudes or values of (person or family)?

EXAMPLE # 25

Case Study to Use in Occupational Classes

Sheryl was a plain, shy girl who was having trouble getting a job. Finally Mr. Wilson, manager of Penney's, hired her. He gave her the special attention which she needed the first few days, and her confidence grew rapidly. He was considerate in other ways too; for instance, he would always give her a ride home when it was raining. Sheryl appreciated all this.

After several months Sheryl continued to like her job and her employer. One day she came to see her home economics teacher with a problem. "I have a question," she said. "You may think I'm silly for even asking. But I would like to do something for Mr. Wilson to show him how much I appreciate the help he has given me. His birthday is next week and I'd like to give him a birthday present, but I don't know if that would be appropriate. What should I do?"

Discussion questions:

1. What are the usual practices in regard to the boss's birthday?
2. In what other way might Sheryl show her appreciation?
3. Have you showed your employer that you appreciate the help that he has given you? How? What could you do?

Test Questions on Attitudes and Values

A teacher who strives to establish an atmosphere which encourages students to think for themselves and make their own value decisions can nullify her attempts very quickly by giving a narrow, fact-oriented test. Test questions often are written to cover specific facts (and attitudes and values) which the teacher feels are important, and which are obviously slanted in direction.

—Why is it better to have many friends rather than just one friend? (Would any student who was trying to get a high grade in the test say he thought just one friend was best, even if that was his current practice?)

A revised version might be:

—Would you rather have one friend or many friends? Give reasons to explain your answer.

Another example:

—How can use of credit help the family uplift their life style? (There ought also to be opportunity to explain hindrances of use of credit by some families.)

What happens when value statements are used as true-false or completion questions? The student may think through the situation and answer the question in light of her own experiences, she may answer it in light of her attitudes and values, or she may try to remember what the teacher or book said and answer it in that manner. If the purpose of the test is to discover learning or changes in behavior that have taken place, such a test would not achieve its purpose as successful completion of it would merely test remembering or ability to please the teacher.

T F —Quarreling between two people is an undesirable way of clearing the air.

T F —Choosing a marriage partner is very important and should be done with care and consideration as one's whole future depends on happiness in one's marriage.

The teacher who used these questions considered the first one **false** and the second one to be **true.** Doubtless some other teachers and some students might differ with her value judgments.

EXAMPLE # 26

Questions Which Give Indication of the Ability of the Student to Analyze Values

A. Sally went to a party which was over at 11:15. She had promised her parents that she would be home by 11:30 but the crowd decided to go to the late show at the drive-in afterwards. List alternative choices of behavior which Sally would have in this situation. What would be the points for and against her following each alternative?

B. Jim is a junior in high school. He is a member of the basketball team and plays drums in the band. He gets B's and C's for grades. He dates occasionally. This Saturday night there is to be a rock concert in town. Jim has been approached by one of his friends to go to a pot party following the concert. Jim likes this friend and can't decide whether he should go to the party or not. In paragraph form below, write what you think Jim should do and why. You will be graded on support of your answer, **not** on which side you take.

C. Is it important to date a lot of guys/girls before you settle down and get married? Why or why not? Support your answer with information from your reading, class discussions, and personal experiences.

Evaluation of Techniques by Students

Teachers who have not previously used techniques such as are described here may be wondering how students react. Experience has shown that there are always a few students who make important value decisions for themselves as they develop understanding of the valuing process. Most students become more broadminded and less ready to make snap decisions. Some students who have been hard to reach with traditional techniques have responded actively with some of these techniques. And there are students, of course, who do not respond to efforts to increase value awareness, and who may even be threatened.

The following excerpts are from evaluations by students. These were written in classes which had a climate of openness and where the teachers encouraged students to think for themselves and make their own value decisions.

"Through this course I have discovered myself, how I feel. And I've been able on the thought sheets to let someone know how I feel about what, about whom."

"I now understand myself better and can cope with my problems. It feels good to be able to understand myself once in a while. Role playing is a lot of fun, but a couple of times I felt we should have had more time to prepare."

"I didn't really learn so much in this class, but I thought about it more."

"The main thing I will remember about this class was the freedom of expression. You can really express your opinion and because it's all seniors it has that special atmosphere, especially toward the end of the year. The material in the textbook is really interesting and it helps you understand how to manage a home, how to buy food and why you do some of the things you do. But what I liked best besides the kids was the thought sheet every Monday. That is one time you can really say what you want. It's sort of hard to do at first, but it gets easier, and then it's fun to do. I really enjoyed this class."

"This class has really helped me pull through, all right. There have been many times when I felt I would just like to end it all, but then, maybe tomorrow would turn out better. And as I held my patience, it surely did. It doesn't show in my grades, well, I don't know. But I can feel it. My life may have improved, just a little."

"I liked the informality of the class. It made it easier to express ourselves."

And an informal comment from a teacher, "This is the only approach to home economics, as I see it."

CHAPTER IV

Changes in Attitudes and Values

Learning frequently is defined as changed behavior. If people are to learn about attitudes and values some changed behavior is to be expected. Change, however, is not always easy to bring about, nor is a change desired by the teacher always the appropriate one for each student. Changing of behavior through education has been studied by psychologists and sociologists and a number of ideas and theories have been developed which can provide much help to a classroom teacher. Several of these have application to home economics.

Resistances to Change

There are so many constant pressures to change all around us from parents, peers, teachers, mass media, and others that a question could be raised as to why individuals often are so slow to make changes in their lives. One answer is that we all have a number of built-in resistances to change. Some of these resistances are deliberate on the part of the individual, but most are unconscious. Values are thought to be more resistant than attitudes because they are more deep seated and are more involved with the total life pattern of each individual.

One type of resistance is selective attention. We may not even see the item in the newspaper, or the paragraph in the book which is contrary to our attitudes or values and which might cause us to question them. We may not turn on television when the program is something with which we disagree. Forgetting is selective also; we do not remember information which is contrary to our beliefs.

The "constancy principle" may operate, which says that when other things are equal, a change introduced will be absorbed so as to produce the smallest effect on a strong structure. A person who believes all politicians are dishonest, then becomes a friend of one who is honest changes his belief only slightly — he thinks most politicians are dishonest, except for a few like his good friend.

Withdrawal is another way an individual may resist change. There are dramatic examples where people walk out of meetings. In class, a student may create some commotion, may doodle, do work for another class, or withdraw in other ways so as not to be exposed to ideas which might make him change.

Members of a social group tend to have similar attitudes and values, and often a new idea has to be accepted by the entire group before a change can occur. Members support each other in resisting or accepting a new idea.

A change which is in the same direction is quite readily accepted as attitudes are self-reinforcing. A person who has a negative attitude about certain foods will readily accept additional negative support, although he would probably resist positive statements.

The degree of resistance to change is related to a number of factors. A strong initial attitude is more difficult to change than one of less strength. An attitude held by a group is more difficult to change than when individual is alone in his belief. A person who has made a public committment to an attitude is less easily swayed than a person who has a private opinion. The base that attitudes have in fact, experience, or logic can also affect their degree of resistance to change.[1]

Each of us tends to think our own values and attitudes are "best" and to resist changing them, while we think those of other persons ought to be changed. Change appears easy for someone else; it becomes difficult when it is ourselves who need to change.

The Change Process

A number of theories about the process of change have been developed. Some will be described here, as related to their potential classroom use. Understanding these theories may help a teacher analyze the change process she is trying to bring about, and therefore make appropriate suggestions which will fit into the total situation, rather than upsetting a pupil's life.

Kelman[2] has described the processes of opinion change as follows: The first step is compli-

[1]The above section on resistance to change has been adapted from Krech. David and Crutchfield. R. S. and Ballachey, E. L. **Individual in Society.** New York. McGraw Hill. 1962.

[2]Kelman, H. C. Processes of Opinion Change. **Public Opinion Quarterly**. 35: No. 1:57-78. Spring, 1961.

ance, when an individual imitates the behavior of an individual or a group, or does what they suggest because he hopes to achieve a favorable reaction. However, he behaves in this way only when the person he is imitating can see him. For example, he chooses a nutritious lunch in the cafeteria only when the teacher can see him, otherwise he eats what he likes. Or he is nice to his little brother only when his parents are watching, not because he believes it is important to be nice to him.

The second phase is **identification,** which occurs when the individual adopts the behavior of another person or group because this behavior is associated with a satisfying relationship to this person or group. He does not adopt the behavior because it is particularly important to him in and of itself, although he will carry out the behavior whether the person observes him or not. He might choose a nutritious lunch because he was fond of his teacher and knew she would be pleased with him if he did. Or he might be nice to his little brother because he knew it would please his mother.

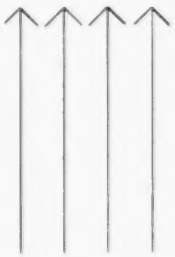
The third phase is **internalization,** which occurs when an individual accepts the behavior as part of his own value system. The behavior itself becomes rewarding, as when the nutritious meal becomes more satisfying than the food formerly chosen, or being nice to little brother begins to bring its own rewards and the individual becomes independent of the source of the behavior.

Another conceptual model of change which appears to have practical application to the classroom is that developed by Lewin.[3] He saw any situation in which change is to be attempted as a dynamic balance of forces working in opposite directions. One set of forces moves the situation in the direction of the anticipated change — driving forces. An opposite set of forces tends to restrain or repress the situation from moving in the direction of the anticipated change — restraining forces. These two sets of forces work against each other and cause a state of "quasi-stationary equilibrium" in which the balance can be disturbed at any moment by altering either set of forces. This is change — to alter the balance between the driving and the restraining forces. Let's assume a situation where a person has been told by his doctor to lose 30 pounds.

[3]Lewin, Kurt. Group Decision and Social Change. Newcomb, Theodore, and Hartley, Eugene. Editors. **Readings in Social Psychology.** New York. Henry Holt & Co. 1947.

Driving Forces

—advice of family doctor
—recognition that he is short of breath
—finds it difficult to get in and out of bathtub
—clothes too tight, figure unattractive



Restraining Forces

—didn't like doctor's manner
—finds it hard to change eating habits, gets hungry
—can't socialize with friends over food
—lacks support from rest of family and friends

According to Lewin, change will take place when there is an imbalance in these forces, because this "unfreezes" the pattern. Imbalance can be caused by:

(1) Increasing the number or the strength of the driving forces
(Doctor could overemphasize the health problem)

(2) Decreasing the strength and number of the restraining forces
(support of family—all family eat his diet)
(go on vacation to be away from refrigerator or friends who have high calorie between-meal snacks)
(listen and sympathize when he tells how difficult it is to diet)

(3) Increasing driving forces and decreasing restraining forces

Many tensions are caused when the driving forces are increased, therefore a change is less likely to be maintained. The more effective way is to decrease the restraining forces. Procedures include opening up communication, creating a climate in which feelings can be freely expressed, and helping the person actually work through his reasons for resistance.

After **"unfreezing"** has taken place, the next step is to help the individual **develop new forms of behavior** which are satisfying to him and which accomplish the change. The third major step is to **"refreeze"** or **"stabilize"** the change.

Lippitt, Watson, and Westley[4] have suggested four forces which encourage change:

(1) Dissatisfaction or pain with the present situation

(2) Dissatisfaction with a perceived discrepancy between what is and what might be

(3) External pressures on a system to force its change

(4) Internal motivation to grow and to improve

These four motives can be seen in the introduction of new programs in the school. Faculty, students, or community may have dissatisfaction with the present situation, they may feel that it is possible to improve, there may be pressures of public opinion when comparing the school with others and a desire on the part of many of the teachers and administration to improve. Any one of these might be enough to "unfreeze" the situation so as to start the change process.

Theories applied to change of attitude. Suppose that about half your class has expressed the attitude, "I don't like milk!" and that this is of concern to you because the pattern in this community is to marry young and to have children soon. These students have nutritionally inadequate diets and you are concerned about the health of their babies when you know that it requires several years to build a healthy body for bearing healthy babies. The following is an approach you might use:

1. List avoidance tendencies (See Mager's approach, page 5) to discover their specific behaviors in relation to milk. This can help you decide which strategies to follow. Suppose the list looks something like this.

   —say that milk is so fattening

   —say that milk does not taste good

   —refuse to drink milk in the lab

   —resist skim milk even when told it is less fattening

   —select carbonated beverage in the cafeteria, even though it costs more than milk

These then can be interpreted as the restraining forces, using Lewin's theory.

[4]Lippitt, R; Watson, J.; Westley, B. **The Dynamics of Planned Change.** New York. Harcourt, Brace. 1958.

2. List approach tendencies of these girls. Suppose the list looks something like this.

   —have milk shakes with friends after school frequently

   —say that milk shakes are very good

   —show no concern for calories in snacks

Approach tendencies could be compared to Lewin's driving forces.

Using Lewin's three steps then, how could one go about "unfreezing" the attitude. Decreasing restraining forces causes fewer tensions in change, therefore what can be done to decrease the restraining forces or avoidance tendencies?

(1) Have a lab on the use of the blender where each unit makes milk shakes, and possibly including a low calorie one made of dry milk and fruit drink powder.

(2) Compare — carbonated drinks, milk shakes, and plain milk as to taste, calorie content, availability, cost, etc.

(3) Discuss "Thinking ahead, when you become pregnant with your first baby, which would help most in growing a healthy baby — carbonated drinks, milk shakes, or plain milk?

Obviously, more than this would be required to cause change to happen, but a number of these activities could help with the unfreezing and with providing new processes to use. Change comes very slowly much of the time and requires many exposures for change to happen. Refreezing comes through finding satisfaction from the change.

Helping Change Come About

Discussion of the above conceptual models of change makes it appear that changing attitudes and values is a relatively simple matter. However, many interrelated factors influence the change process. Several of these are related to changes instigated within the classroom.

Interrelationships of attitudes and values. One can seldom change just one attitude or value of an individual because his attitudes and values are interrelated in many ways. For example, the attitude, "I can't compete unless I cheat," is probably related to values of achievement and competition. It may also be related

to an attitude of inferiority, a feeling that the person never shows up well when competing. In turn, these may be related to a value of wishing to satisfy parents who expect high levels of achievement. Before attempting to make changes, a safeguard procedure would be to try to analyze the attitude or value, using one of the conceptual models given above. Sometimes change can then be aimed at several values.

Conversely, sometimes a change in any part of a person's cognitive system will gradually affect other parts. Most persons want to be consistent in their self-image and thus make changes in attitudes and values as they become aware of them so as to maintain consistency.

Recipients of change. Attitudes and values are seldom held by an individual alone, usually his group of friends hold similar attitudes and values. If we succeed in changing an attitude or value of his, he may no longer fit with his friends. He may value these particular friends and therefore resist any changes. Or he may not recognize that he will lose friends if he changes. For example, we know a student from a large family wants to go to college, so we try to change his attitude from spending money as fast as it is earned to saving money each week toward a college fund. However, if his crowd spends money lavishly he might be considered a "tightwad" and be ignored when the crowd went out together. Therefore, sometimes a change needs to be aimed at an entire group. Often in home economics there are several members of a clique in the same class so a group change may be possible. Such change occurs best when a group is cohesive and when it agrees that a change is necessary.

Conversely, psychologists have found that several individuals sometimes change when only one person is involved. A mother and child may have difficulty in getting along with each other. Maybe the child is brought in for therapy or counseling, but the mother is unable to come. The changes which occur in the child are carried home and affect the interrelationships with his parent. The same effect could be expected from changes brought about in school, when the student is the only one reached.

A friendly relationship with the change agent, teacher in this case, helps create a climate of willingness to try a change. The friendly relationship includes an atmosphere where change is valued and where mistakes which come about through trying the change are accepted as a normal part of learning. Changes cause tensions so the individual needs support from significant others, as teachers, parents, friends.

An individual finds it helpful to talk to others who have tried this change and can tell them some of the pitfalls or tensions to expect.

Introduction of new approaches. Technological changes are relatively easy to accept, such as a new type of labor saving appliance, but the social changes which may accompany them are harder to accept, such as a change in family living patterns. Or we like the technological advantages of having cars, but are bothered because youth go so far from home on dates in these cars.

New items or potential changes can be introduced in several ways, either through association with the familiar or through an entirely different context. Introducing through association with the familiar causes the least possible change in the person and often is readily accepted. A child who likes only chocolate milk can be helped to expand his taste to include the chocolate milk shake which he helped make, and then make and drink a strawberry shake. Changes introduced with association with any previous experiences sometimes are appropriate and successful. Perhaps a person has to change to an entirely new routine. Doing this in unfamiliar surroundings causes fewer adjustment problems than having to change within a familiar situation.

Programs of change can be aimed at the person or at the object of his perceptions. For example, a big sister may have a negative attitude toward her little brother—he's a nuisance, he gets into my things, and so on. A change could be aimed at the big sister, helping her recognize the times he does not bother her, encouraging her to do things with him that are fun for both of them, helping her remember to put her things away. Or the change could be aimed at little brother, planning so he is at his best when sister comes home and is waiting expectantly for her, helping him learn to leave her things alone, planning important things only she can do for him.

Change comes more readily when the person is involved in making the decision that he will change and when he helps decide the amount of change needed, the direction, and how he will go about it. A person who has committed himself in a group to make a change

is more likely to follow through than if he has decided privately. Also, the rest of the group may be having similar experiences and, therefore, can discuss their frustrations and tensions and encourage each other to continue. The clubs which people join to lose weight follow the above approach.

Complexity of changes. Beal[1] has identified a number of changes as related to complexity of practices. A less complex practice is easier to change, as a rule, than a more complex one. Those practices which cost little seem to be adopted more readily than those which are more expensive. Those which bring the greatest monetary return, where this is applicable, are adopted most readily.

1. The simplest change is in materials and equipment, such as switching from hand scissors to electric, or to a new floor wax.
2. Next in complexity is an improved practice which involves a change in technique, such as a new way of putting in a zipper, or using discipline measures other than spanking to help a child learn.
3. An innovation is a change of materials and also a complex of changes in regard to their use, such as cake mixes. This appeared at first to be just a change of materials, but it was more complex. Many women who had achieved acclaim for being "the best cake baker around," lost this special recognition when other people could achieve the same results with mixes. Or the acquisition of a new dishwasher may appear to be only a change in equipment, but may cause many changes in the use of dishes, types of dishes purchased, family work patterns, and the loss of family interaction which formerly occurred at dishwashing time.
4. Change in enterprise — involves many innovations, for example the change from being a full time homemaker to being a working wife, or vice versa, or the change from being a high school student from a small town to being a freshman on a big college campus.

[1]Iowa Experiment Station. **The Diffusion Process.** Special Report No. 18. Cooperative Extension Service. Iowa State University of Science and Technology. Ames, Iowa. 1962.

Change is a slow process. Teachers and students need to remember that change can be very slow; and not be impatient if results are not evident at once. Several weeks or even several years may be required for some changes to be completed or even begun. Beal[2] has identified the following stages in the adoption of change:

1. Awareness, where the individual knows about the idea but lacks details.
2. Interest, where the individual wants more information about the ideas or product.
3. Evaluation, where the individual makes a mental trial of the idea. He applies the information he has about it to his own situation and tries to decide if it will be better than what he is now doing.
4. Trial, where he experiments with it, having decided that it has possibilities for him.
5. Adoption, where he has found satisfaction with the change and uses it, as needed.

Beal has indicated that individuals are aware of these stages and can identify which one they are in as related to a particular new idea or potential change. He has classified individuals as **innovators** who are the first to try a new idea, **early adopters** are those who soon follow, **early majority** when the number of adoptions increases rapidly, the **majority** when most people have adopted, and the **nonadopters.**

Satisfaction from change. An individual must find satisfaction from a change in order to maintain it. Frustrations and tensions must be counterbalanced by personal satisfactions, such as a feeling of success, pleasure with the change, consistent and sincere praise, approval, material rewards, or recognition as to the place of this change in long term personal goals.

The degree of reinforcement, reward, or satisfaction that a person gets from an attitude or a value has much influence on how strongly he maintains it. An attitude which shocks grandmother is much more interesting to maintain than one which she ignores. A person who has a clean house because it is personally satisfying to her has different reinforcement than the one who keeps her house clean because of what others will think of it. And the person whose satisfaction with a clean house is short lived because it immediately becomes messy again has different reinforcement for cleaning than the homemaker who can clean and have it stay orderly for several days.

[2]Iowa Experiment Station. op.cit.

CHAPTER V

- Summary -
The Values of Home Economists

There are many ways of looking at the processes of teaching about attitudes and values and striving for changed behavior. We can summarize some of the major views expressed in this book by referring back to the opening quiz, "What Do You Believe About Values and Attitudes of Home Economists on the Job?"

1. As professional home economists we convey our attitudes and values to others constantly, e.g., through words, facial expressions, actions, etc.

   AGREE. We all do convey our values through what we choose to teach, through how we respond to students, through what we wear, through what we praise, and many other ways.

2. A considerable amount of the content of home economics as it is taught is actually attitudes and values rather than facts.

   AGREE. An examination of any secondary level home economics text will show much information that is an expression of attitudes and values, as well as much that is factual.

3. Professional people who are in a position to influence the public should be neutral rather than expressing definite attitudes or values.

   DISAGREE. Occasionally someone says about a home economist, "Doesn't she stand for anything?" The view expressed here is that a teacher who lets students know some of her views is generally more respected than one who pretends to be neutral. However, the teacher can help students with their own value decisions if she is open minded and accepting and makes it clear that she expects students to decide for themselves rather than blindly agree with her. And also, that students who think for themselves are not penalized on tests and written work when their view is different from that of the teacher.

4. A professional person should change and adapt her own attitudes and values to fit the group where she is working.

   AGREE and DISAGREE. The professional person may need to modify some of her attitudes or values in order to be able to accept a group or to be accepted by them. However, all of us probably have limits concerning the amount and kinds of change we can make.

5. Values and attitudes can be taught successfully to people so that they will change their behavior.

   AGREE. Some values and many attitudes can be changed through school, home, and on-the-job learning experiences. A teacher who plans to try to cause some change in attitudes and values needs to analyze the total situation, using theories such as those of Lewin, Mager, and Kelman as a guide, to avoid causing additional problems and tensions for the student.

Selected References for the Teacher

BOOKS

1. Alberty, Harold. **Helping Teenagers Explore Values.** A Resource Unit for High School Teachers. Ohio State University Publications Office, Columbus, Ohio. 1956.

2. Association for Supervision and Curriculum Development. **Perceiving, Behaving, Becoming.** 1962 Yearbook. (Helps a teacher become more open-minded.) The Association., 1201 Sixteenth St. N. W., Washington, D. C.

3. Bennis, W. G.; Benne, K. D.; and Chin, R., Editors. **The Planning of Change.** New York. Holt, Rinehart & Winston. 1961. (theories and application)

4. Hall, Edward T. **The Silent Language.** Available in hardback from Doubleday & Co., 501 Franklin Ave. Garden City, N. Y. 11530 and paperback from Fawcett. World Library 67 W. 44th St. N. Y., New York 10036. 1959. (Helps with understanding of values of different types of people.)

5. Home Economics Instructional Materials Center. **Consumer Education, Part I and Part II.** Lubbock, Texas. Department of Home Economics Education, Texas Tech University. (Has much emphasis on values, as related to management.)

6. Kassarjian, H. H. and Robertson, T. S. **Perspectives in Consumer Behavior.** Glenview, Illinois. Scott Foresman and Co. 1968. (Attitudes in relation to our behavior as consumers)

7. Lee, Dorothy, **Freedom and Culture.** A Spectrum paperback. Englewood Cliffs, N. J. Prentice-Hall. 1959. (For understanding ourselves through understanding others.)

8. Mager, R. F. **Developing Attitudes Toward Learning.** Palo Alto, California, Fearon Publishers, 1971.

9. Raths, Louis; Harmin, Merrill; Simon, Sidney. **Values and Teaching.** Columbus, Ohio. Charles E. Merrill. 1965.

10. Rokeach, Milton. **Beliefs, Attitudes and Values.** San Francisco. Jossey-Boss. 1968. (behavioral science approach)

11. Secord, P. F. and Backman, C. W. **Social Psychology.** New York. McGraw Hill. 1964. (Many social psychology texts have a section on attitudes.)

ARTICLES

1. Adams, Thelma F. A Model for Teaching Valuing. **Clearing House** 45: 507-509 April, 1971. (On use of the book, **Two Blocks Apart,** by Mayerson.)

2. Bane, J. Lita. Values that Count in Home Economics. **Journal of Home Economics.** 42:13-15. January, 1950.

3. Bettelheim, Bruno. Teaching the Disadvantaged **NEA Journal.** 54:8-12. September, 1965. (excellent)

4. Brown, Marjorie. Values in Home Economics. **Journal of Home Economics.** 59:769-775. December, 1967.

5. Buhler, C. Values and Beliefs in our Time. **Educational Leadership.** 21:520-522. May, 1964. (also other articles on values in this issue)

6. Counts, G. S. and Junell, J. S. Do Teachers Have the Right to Indoctrinate? **Phi Delta Kappan.** 51:182-189. December, 1969.

7. Engel, David. E. Some Issues in Teaching Values. **Religious Education.** 65:9-13. January, 1970.

8. Fedje, Cheryl. G. and Ruud, Josephine. Improving Students Attitudes Toward Work. **Forecast for Home Economics.** 15:F 31, April, 1970. (Practical suggestions for attitude change in an occupational class.)

9. Gayer, Nancy. On Making Morality Operational. **Phi Delta Kappan.** 46:42-47. October, 1964. (excellent)

10. Halleck, S. L. Generation Gap, a Problem of Values. **Education Digest.** 34:32-5. Janary, 1969.

11. Heald, J. E. In Defense of Middle Class Values. **Phi Delta Kappan.** 46:81-83. October, 1964.

12. Howard, A. W. A Question of Values. **Educational Leadership.** 28:302-305. December, 1970.

13. Hoyt, Elizabeth. The Sensitive American. **Journal of Home Economics.** 53:656-659. October, 1961.

14. **Illinois Teacher,** Volumes III, IV and V deal with values. Home Economics Education Dept., University of Illinois. Urbana.

15. Institute of Life Insurance. **Finance Related Attitudes of Youth.** The Institute of Life Insurance, Division of Statistics and Research. 277 Park Ave. New York, N. Y. 1970.

16. Jarvesoo, Aino. Taste Education. **Journal of Home Economics.** 56:394-8. June, 1964. (A new look at "good" and "bad" design)

17. Keenan, Dorothy. Exploring Value Patterns of Teenagers in Family Living Classes. **Journal of Home Economics.** 59:776-778. December, 1967. (Most helpful)

18. Knox, D. H. Attitudes Toward Love of High School Seniors. **Adolescence.** 5:89-100. Spring, 1970.

19. Kohlman, Eleanore, and Smith, Frances. Assessing Values Related to Home and Family Life. **Journal of Home Economics.** 62:656-60. November, 1970.

20. Lee, Dorothy. Attitudes and Values: Family, Community, and Individual. **Journal of Home Economics.** 54:690-694. October, 1962.

21. Lohman, J. D. Expose - Don't Impose. **NEA Journal.** 55:24-26. January 1966.

22. Miller, R. I. Kinds of Change. **Educational Leadership.** 27:331-3. January, 1970. (also many other articles on change in this issue.)

23. Mockmore, Buena. Lasting Values in a Changing World. **Journal of Home Economics.** 50:751-754. December, 1958.

24. Moore, Bernice Milburn. What Are Values? **Teen Times** 17:2-3. September, 1961.

25. Mukevi, Rose. Why Not Feelings and Values in Instructional Television? **Young Children** 26:273-281. May, 1971.

26. Newkirk, Gwendolyn. Values in Family Living in Black America and West Africa. **Journal of Home Economics.** 62:157-163. March, 1970. (Interesting comparison.)

27. **Penney's Forum.** Coping With Change. Fall/Winter, 1971. Published by J. C. Penney Co. Available at most Penney stores.

28. Parsons, T. W. Attitudes and Values: Tools or Chairs? **Educational Leadership.** 21:343-6. March, 1964

29. Roberts, E. A. Middle Class Values - Opinions Differ. **Today's Education** 59:20-3. January, 1970.

30. Schab, F. Adolescent Attitudes About Parental Controls. **Journal of Home Economics.** 62:54-6. January, 1970.

31. Sister Mary Emil, I.H.M. A Plea for Values in Schools. **Religious Education.** 56: No. 1, 12-16. January - February, 1961.

32. Smith, R. R. Personal and Social Values. **Educational Leadership.** 21:523-6. May, 1964.

33. Thomas, W. L. Values and American Youth. **Journal of Home Economics.** 61:748-54. December, 1969.

34. Vanderhoff, M. Developing intercultural understandings: Indiana; cultural factors in the introduction of change. **Journal of Home Economics.** 61:261-4. April, 1969.

35. West, E. H. Education, The Disadvantaged and Values. **Journal of Negro Education.** 37:95-7. Spring, 1968.

36. Wolman, Marianne. Training Head Start Teachers in Alaska. **Educational Leadership.** 26:603-609, March, 1969. (excellent on working with people who are of a social class different from that of the teachers)

37. Young, Whitney M., Jr. Order or Chaos in our Schools. **National Elementary Principal.** 49:24-33. January, 1970

38. Zytowski, D. G. Concept of Work Values. **Vocational Guidance Quarterly.** 18:176-86. March, 1970.